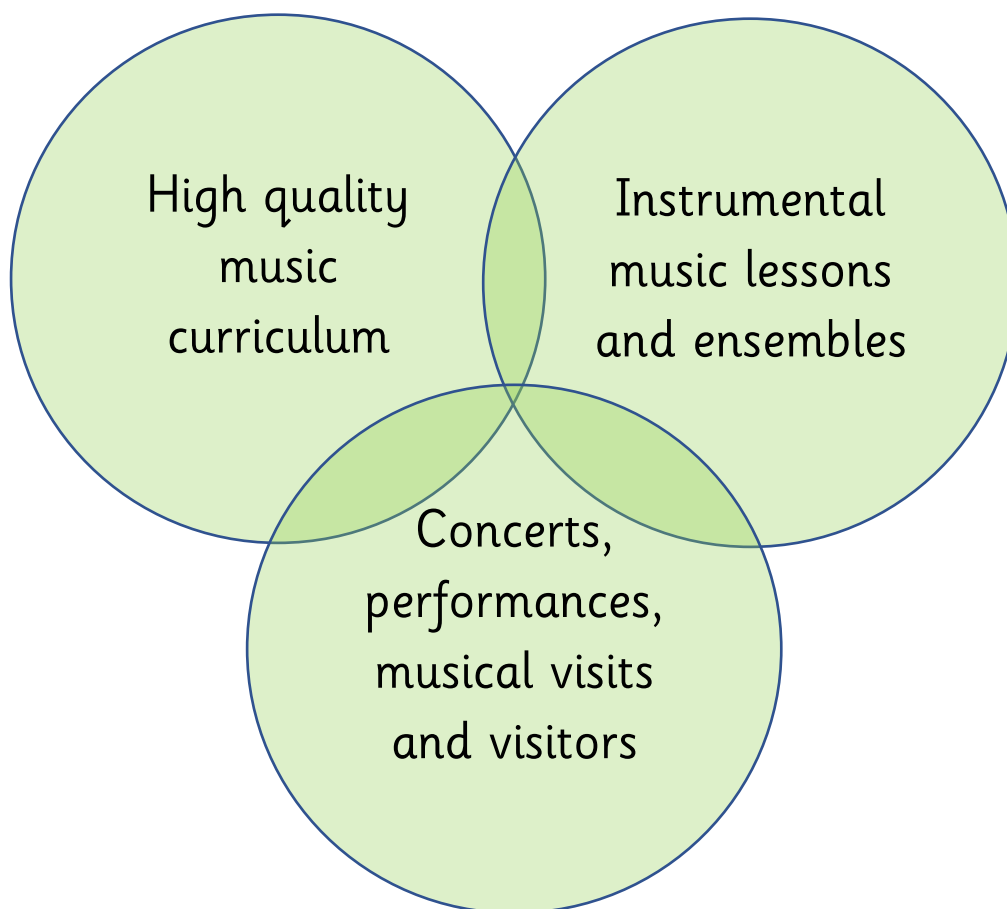


## Music

At Kirkoswald CE Primary School, our intent is that every child has the opportunity to access high quality musical education, both through the music curriculum and through wider musical experiences.

All children have a timetabled music lesson for one hour per week. In addition, children also experience music at other times during the school week, for example, through singing and listening to music during assemblies. Many children also take part in weekly instrumental lessons taught by a visiting music teacher. Those children entitled to Pupil Premium are able to take up music lessons paid for through their Pupil Premium entitlement.



### Intent

Our school vision is Explore, Dream, Discover: be the best that you can be. Our aim is for children to develop musical skills, knowledge and understanding through an exciting, imaginative and creative curriculum, built on children's first-hand experiences.

Music is a vital part of our society and of every human culture. We hear and respond to music many times during every day, whether through listening to our favourite music, on TV or through our own participation in music-making. Music is used to help us express our feelings, celebrate special occasions, and as a way of bringing together groups of people in a

shared experience. At school, music is a powerful tool for bringing children and the community together. Through singing, playing and performing together, children can experience a sense of achievement and purpose. They take pride in their performance and learn to work together with others. We aim to give children this sense of collective pride and responsibility, the confidence to stand up and perform in front of an audience, the abilities to play and sing skilfully in an ensemble, and an appreciation of the incredible variety and scope of music there is to listen to and play.

Children begin school already attuned to music through their experiences at home. We aim to build on this knowledge and experience during the Early Years Foundation Stage, when children are encouraged to explore musical instruments as part of Continuous Provision in the classroom. Children in the EYFS take part in class music lessons alongside children in Years 1 and 2, where they can explore the range of their voices and different ways that instruments can be played, and begin to perform together as an ensemble. As children progress through school, the intention is that they will learn and use a wider variety of subject-specific vocabulary appropriate to their age, gain knowledge of a wider range of musical instruments, understand how music is created through improvisation and composition, and become skilled in performing in an ensemble, both on an instrument and using their voice. During Key Stage 2, children are taught to play an instrument, to read staff notation and to create their own musical compositions. By the end of their time in school we aim for the children to be confident performers using instruments and their voice, and to have developed a love for and appreciation of music, which we hope will last a lifetime.

## **Implementation**

Our school follows the [Early Years Foundation Stage Statutory Framework](#) and uses the [Model Music Curriculum](#) as a basis for planning. We also use the [Hertfordshire Music Service document on Progress in Musical Skills, Knowledge and Understanding](#) as the basis for the progression of musical skills.

## Long Term Curriculum Plans in Music

EYFS and Key Stage 1			
2024-25:	Autumn: Celebrations	Spring: incredible Inventions	Summer: Roots and Shoots
	Sing and Celebrate!	No Place Like	Crescendo! Woodland Music
Year A 2025-26	Autumn: Animal Kingdom	Spring: Bright Sparks	Summer: Life in colour
	Animal Magic Animal Rhythms	A trip to Mars Finlandia	A Lark Ascending Go Green!
Year B 2026-7	Autumn: On our doorstep	Spring: Memory Lane	Summer: Roots and Shoots
	No Place Like Sing and Celebrate!	Feel the pulse Music Through Time	Crescendo! Woodland Music

Key Stage 2			
	Autumn: Celebrations	Spring: Incredible Inventions	Summer: Journeys
2024-25	Strike up the band! Unit A  Christmas Cracker	Night Ferry  Strike up the band! Unit B	Ravi Shankar: Banjara  Haven
Year A 2025-26	Autumn: The Stone Age / WW2	Spring: Structures / Tudors / Earth and Space	Summer: Planet Earth / Living Things
	Overture  Noel Noel!	Delia Derbyshire's Dr Who  Young Person's Guide to the Orchestra	Rhapsody in Blue  Hans Zimmer's Earth
Year B 2026-27	Autumn: Egypt / Mayan civilisation	Spring: Inventions / Victorians	Summer: Journeys / Lake District
	Strike up the Band! Unit C  Winter Wonderland	Strike up the Band! Unit D  Short Ride in a Fast Machine	Joseph Bologne, Chevalier de Saint- Georges  Connect It
Year C 2027-28	Autumn: The Stone Age / WW2	Spring: Structures / Tudors / Earth and Space	Summer: Planet Earth / Living Things
	Music of World War 2  Rudolph Rocks!	Turning the tables  Sun Sundar Sargam	Bachianas Brasileiras  Florence Price: Symphony in E minor
Year D 2028-29	Autumn: Egypt / Mayan civilisation	Spring: Inventions / Victorians	Summer: Journeys / Lake District
	Strike up the band! Unit A  Christmas Cracker	Strike up the band! Unit B  Night Ferry	Ravi Shankar: Banjara  Haven

## Impact: Music Milestones (Progression of skills)

### Reception

I can

- sing a range of well-known nursery rhymes and songs, including action songs
- recognise and play long and short musical notes
- clap or move to music along with the pulse
- listen with interest to a short piece of music / performance
- talk about how a piece of music makes me feel

### Year 1 (Reception milestones plus the following)

I can

- sing simple songs, chants and rhymes from memory
- sing call and response songs and match the pitch
- listen to a piece of music and describe using musical vocabulary such as loud, quiet, fast, slow, high, low
- understand the terms 'pitch', 'rhythm' and 'pulse'
- create musical sound effects using instruments, voice and/or body percussion
- create my own graphic notation symbols and use them in a short composition
- play 'word rhythms' on musical instruments

### Year 2 (earlier milestones plus the following)

I can

- Sing songs with an accurate pitch
- Clap / play in time to the pulse of a piece of music
- Understand the meaning of 'dynamics' (loud/quiet) and 'tempo' (fast/slow) and can show this in a musical performance
- talk about music I have listened to using the words 'dynamics', 'tempo', 'rhythm' and 'pitch'
- improvise simple question and answer phrases on untuned percussion
- use graphic symbols, dot notation and stick notation to keep a record of my compositions
- sing short phrases independently

### **Year 3 (earlier milestones plus the following)**

I can

- Perform a widening range of unison songs, tunefully and with expression
- Perform forte and piano, loud and soft.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Compose music with a beginning, middle and end
- Compose song accompaniments using untuned percussion instruments
- Play and perform 3-note melodies on the guitar
- Understand and read staff notation for semibreves, crotchets and quavers

### **Year 4 (earlier milestones plus the following)**

I can

- Perform rounds, partner songs and part songs in different time signatures (2, 3 and 4 time)
- Play legato and staccato notes (smooth and detached) on the instrument I am learning
- Compose and perform pieces on my instrument using the pentatonic scale (5 notes) and read these notes using staff notation
- Understand and use minims, crotchets, crotchet rests and paired quavers in composition and performance
- Play an instrument in an ensemble, maintaining a steady beat

### **Year 5 (earlier milestones plus the following)**

I can

- Perform three-part rounds, partner songs, and songs with a verse and a chorus.
- Improvise over a drone or groove
- Compose a short ternary piece, using major and minor chords appropriately for effect
- Play pieces using semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).

## Year 6 (earlier milestones plus the following)

I can

- Sing and perform a wide range of songs, including songs involving syncopated rhythms and part songs, with a sense of ensemble and performance.
- Sing three- and four-part rounds or partner songs, including when the singers are positioned randomly within the group
- Improvise 4 or more bars over a fixed groove
- Play a melody following staff notation written on one staff and using notes within an octave range, adding appropriate dynamics
- Plan, compose, notate and perform a 4(+) bar melody, using an octave range
- Compose a ternary piece and discuss contrasts
- Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

### Key vocabulary

Year group	Key vocabulary
EYFS	high, low, long, short, together / on its own (for solo or ensemble playing), loud, quiet, volume, silence, fast slow, speed, pulse, steady beat, beginning, middle, end, copying, taking turns
Year 1	Reception vocabulary, plus: stop, start, rhythm, pitch, pattern, symbol, ostinato
Year 2	Year 1 vocabulary, plus: dynamics, tempo, crescendo, decrescendo, pause, notation, percussion, strings, brass, woodwind
Year 3	Year 2 vocabulary, plus: unison, forte, piano, improvise, compose, accompaniment, range, allegro, adagio, stave, clef, crotchet, quavers, tuned percussion, untuned percussion
Year 4	Year 3 vocabulary, plus: time signature, harmony, legato, staccato, minim, crotchet, rest, pentatonic, phrase, bar, bar line, melody
Year 5	Year 4 vocabulary, plus: ensemble, style, round, verse, chorus, drone, groove, fortissimo, pianissimo, mezzo forte, mezzo piano, major, minor, key, chord, accompaniment, ternary, form
Year 6	Year 5 vocabulary, plus: Syncopation, contrast, sequence, octave, bass line