

Music Curriculum



“Where words fail, music speaks”

- Hans Christian Andersen

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At Manor Primary School, the aim of our curriculum is to prepare our pupils to be lifelong learners by equipping them with a full range of skills and knowledge to ensure that they are ready for the next steps in their education as well as preparing them for the wider world.



Purpose Of Study



PURPOSE OF STUDY

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



Our Curriculum Intent



INTENT

- At Manor Primary School we have chosen to follow Kapow scheme for Music. We have done this because the scheme has been developed first and foremost to help children to feel that they are musical, and to develop a life-long love of music.
- We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.
- Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music.
- They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills.
- These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.



Voice

Singing is implemented throughout the school, both in small groups and whole school. Pupils will sing in unison and parts



Listen and Appreciate

Using reflective time pupils will listen to a variety of high quality recordings. These will include a variety of genre and culturally significant music.



Musical Notation

Pupils will explore how to record their musical compositions moving towards western classical notation in upper key stage 2.



Improvise and Compose

Pupils will use their voice, instruments and body percussion to improvise different rhythmical and pitched patterns both individually and in groups.



History of Music

Through topic work pupils will learn about a variety of musicians and composers from throughout history.

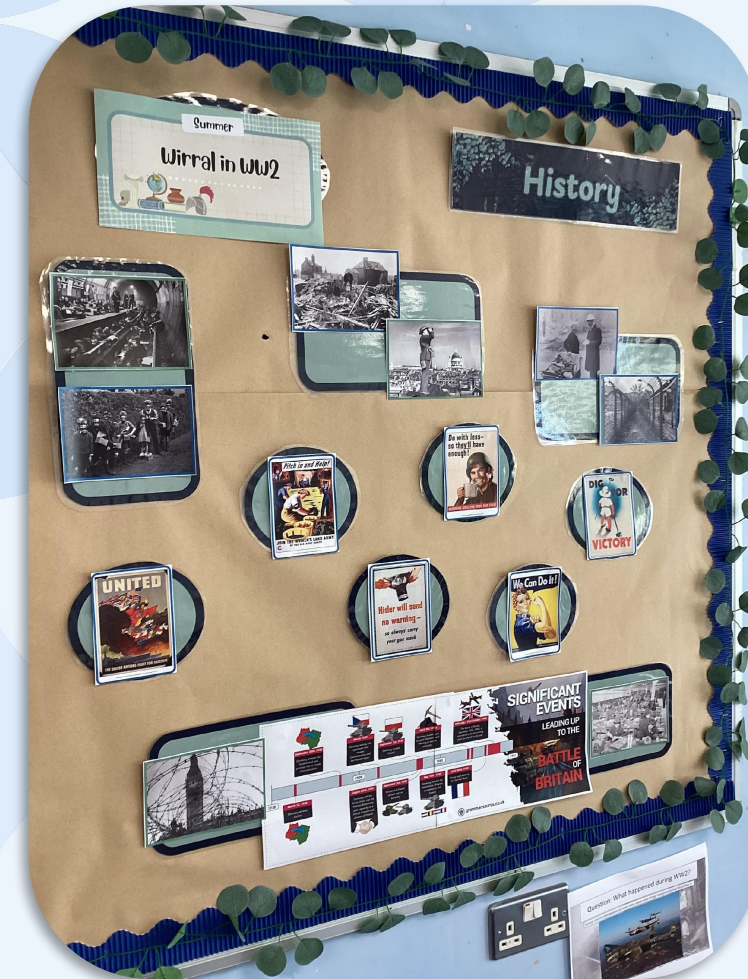


What does History look like at Manor?



WHAT WILL YOU SEE IN A MUSIC LESSON?

- In a music lesson, you would typically see a lively and interactive environment where children are actively engaged in learning through music. The atmosphere is joyful and inclusive, with an emphasis on creativity and participation. The classroom is often filled with singing, movement, and rhythm, creating an energetic and positive learning space where all students feel safe and encouraged to express themselves.
- Children participate in a range of musical activities designed to develop their listening, performing, and composing skills. These may include singing age-appropriate songs, clapping rhythms, using body percussion, and moving or dancing to music. Children often have the opportunity to play instruments such as tambourines, shakers, glockenspiels, or recorders. They may also explore improvisation or composition by creating their own short rhythms or melodies, either individually or in small groups. Listening activities help children develop an ear for musical elements and encourage discussion about tempo, dynamics, pitch, and mood.
- The teacher plays an active role by leading activities, modelling musical skills, and encouraging full participation. They use clear instructions, age-appropriate musical vocabulary, and adapt activities to suit different ability levels. The focus is on key musical elements such as pitch, rhythm, tempo, dynamics, and structure. In some lessons, children may be introduced to simple notation or symbols to represent sounds, helping them build foundational musical literacy. Lessons often include music from a range of cultures, festivals, or historical contexts, enriching the children's understanding of the world through music.
- You would also see a variety of resources used to support learning, such as posters showing musical notes, audio devices for playing songs, and a range of classroom instruments. Informal assessment takes place throughout the lesson, with teachers observing how children participate, listening to their group performances, and asking them to reflect or respond to the music they hear. Overall, a primary music lesson is a dynamic blend of learning, creativity, and fun



Have 80%
achieved the
learning?



Before you
start...



Manor's
Pedagogy



Have 80% achieved the learning?

If no - Teacher will adapt their approach based on the specific needs identified.

- Retrieval questions in subsequent lesson
- Personalised guidance through marking and feedback
- Time in future lessons for additional input

Marking and Feedback

Answer sheet
What was the expected learning outcome?
Yes/No - have children achieved the learning?

Reflect and Review

Quiz
Summing Up
What have the children learnt?

Independent Work

Task
Journaling
You do

Guided Exploration

Collaboration
Modelling
WAGOL
Intentional mistakes

We do

Explicit Instruction

Input
Teaching new content/information
Exploratory learning

I do

Hook

How can we engage and excite children in the lesson.
Awe and Wonder

Vocabulary

Identify words needed for the lesson.

- Define
- Etymology
- Linked Words
- Dual Coding

As a...

What skill are we focusing on today?
When did we last use that skill?
Why is this skill important/ what will it help us to do?

Manor Memory

Retrieval task/discussion.
Make explicit links to previous learning.

Questions/Observations

With formative assessment being carried out, should a teacher determine that children are not meeting the 80% expected standard, the lesson can be adapted by revisiting a previous stage to reinforce understanding and ensure progress.

Before you start...

- What do we want the children to know at the end of the lesson?
- What have they learnt previously which will help them achieve the learning?
- How can I engage children in the lesson?
- What high quality resources can I use to maximise learning?
- How can resources be adapted for all learners?
- What vocabulary will children need to understand for the learning?
- What misconceptions may occur?

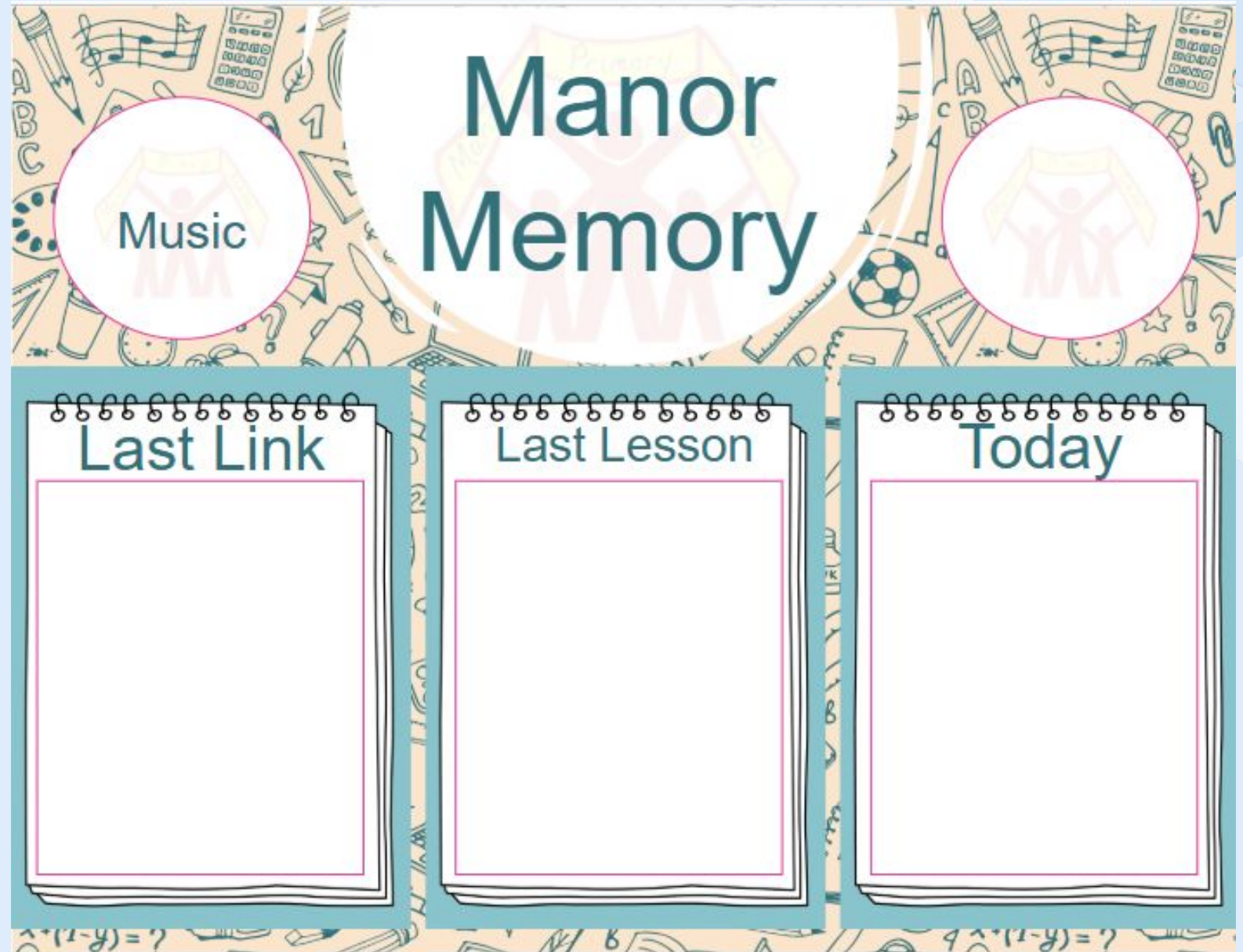


RETRIEVAL

Each lesson begins with a retrieval focus called Manor Memory.

Here the children will be told when the last time they learnt about a topic which links to the lesson, a reminder of what we learnt last lessons and a discussion about what the day's learning entails.

Teachers may choose to include a retrieval task in the form of low-stakes quizzing to ensure understanding



VOCABULARY

For each lesson, we have identified the key vocabulary that the children need to understand in order to achieve the learning intention. As part of this, we identify the definition, the etymology and use dual coding to make this accessible to all learners.

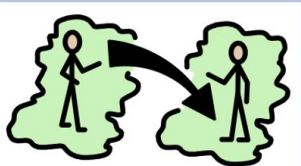
Definition:

Migration is the movement of people from one place to another, often to live in a new area.

Etymology:

The word "migration" comes from the Latin word "migratio," meaning "a moving from one place to another."

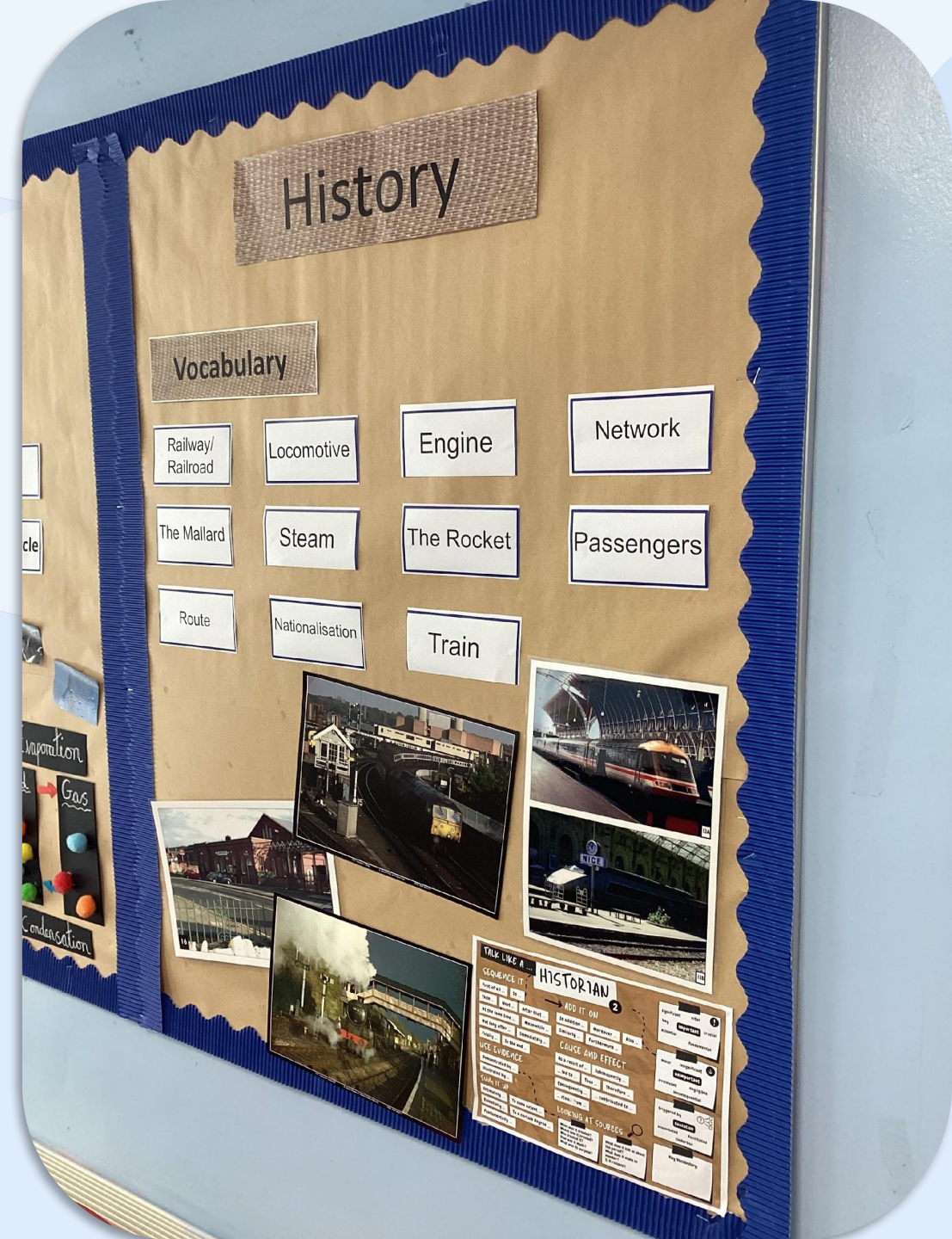
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Linked Words:

Immigrate
Emigrate
Remigrate

Migration



ORACY – TALK LIKE A MUSICIAN

TALK LIKE A... MUSICIAN 1

→ RESPONDING TO MUSIC

In this piece, I can hear ...

This music reminds me of ...

I like this music because ...

I don't like this music because ...

This music reminds me of ... because ...

When I listen to this music I feel ... because ...

Tempo

The speed of a piece of music

Very slow (small's pace) - **Largo**

Slow (leisurely) - **Adagio**

Medium (walking pace) - **Andante**

Quick (lively) - **Allegro**

Very fast - **Presto**

The tempo is ...

... at the beginning

... in the middle

... at the end

... throughout

Rhythm

The pattern of sound, silence and emphasis in a song.

The rhythm is ...

steady at the start ...

slow in the middle

calm fast at the end...

lively upbeat

Beat

The steady pulse in a piece of music.

The beat is...

clear subtle

consistent irregular

steady regular

The beat is created by the ...

Dynamics

How loud or soft the music is.

Very quiet - **Pianissimo**

Quiet - **Piano**

Moderately loud - **Mezzo Forte**

Loud - **Forte**

Very loud - **Fortissimo**

The dynamics are ...

at the start/ in the middle/ at the end

Melody

A series of pitches that make a tune. The backbone of a song.

The melody is ...

light at the start ...

bouncy in the middle

dark at the end...

heavy energetic

Form

The structure or arrangement of a song.

The song has a ... form.

Rondo (ABACA) - Alternating first section with contrasting section.

Binary (AB) - 2 part form.

Ternary (ABA) - 3 part form

TALK LIKE A... MUSICIAN 2

→ RESPONDING TO MUSIC

In this piece, I can hear ...

This music reminds me of ...

I like this music because ...

I find this piece ... because ...

I don't like this music because ...

This music reminds me of ... because ...

When I listen to this music I feel ... because ...

In my mind, I can picture ... when I hear ...

If I had to choose colours, this song would be ... because ...

The most ... part of this piece is ...

I particularly like how ...

rock

hip hop

pop

rhythm and blues

country

reggae

disco

classical

jazz

tambourine

wooden block

triangle

cymbals

xylophone

drums

bells

maracas

saxophone

recorder

piccolo

woodwind

flute

oboe

clarinet

trumpet

brass

french horn

tuba

trumpet

trombone

guitar

piano

violin

strings

ukelele

harp

cello

viola

double bass

TALK LIKE A... MUSICIAN 1

tambourine

wooden block

triangle

cymbals

xylophone

drums

bells

maracas

percussion

saxophone

recorder

piccolo

woodwind

flute

oboe

clarinet

trumpet

brass

french horn

tuba

trumpet

trombone

guitar

piano

violin

strings

ukelele

harp

cello

viola

double bass

TALK LIKE A... MUSICIAN 2

→ RESPONDING TO MUSIC

Beat

The steady pulse in a piece of music.

The beat is...

clear subtle

consistent irregular

steady regular

The beat is created by the ...

Tempo

The speed of a piece of music

Very slow (small's pace) - **Largo**

Slow (leisurely) - **Adagio**

Medium (walking pace) - **Andante**

Quick (lively) - **Allegro**

Very fast - **Presto**

The tempo is ...

... at the beginning/ ... in the middle

... at the end/ ... throughout

Melody

A series of pitches that make a tune. The backbone of a song.

The melody is ...

light dark

bouncy heavy

smooth energetic

harmonious harsh

dulcet discordant

at the start ...

in the middle

at the end ...

The climax of the melody is created by ...

Dynamics

How loud or soft the music is.

Very quiet - **Pianissimo**

Quiet - **Piano**

Moderately loud - **Mezzo Forte**

Loud - **Forte**

Very loud - **Fortissimo**

The dynamics are ...

at the start/ in the middle/ at the end

The ... gets gradually quieter/ louder.

... builds to a gradual/ sudden crescendo/ diminuendo.

Texture

The effect of the different layers of sound in a piece of music.

The density is thick/ busy (many layers/ instruments)

The density is thin/ sparse (few layers/ instruments)

... adds interest to the texture

Of the melody.

monophony - single melody

homophony - melody with accompaniment

polyphony - multiple melodies at the same time

Rhythm

The pattern of sound, silence and emphasis in a song.

The rhythm is ...

steady at the start ...

slow in the middle

calm fast at the end...

lively upbeat

Form

The structure or arrangement of a song.

The song has a ... form.

Rondo (ABACA) - Alternating first section with contrasting section.

Binary (AB) - 2 part form.

Ternary (ABA) - 3 part form

Timbre

The unique sound quality of an instrument or sound.

The ... creates a ... sound.

rich flat

warm rough

melow piercing

smooth nasal

silky breathy

ENDPOINTS

Disciplinary Knowledge

- Year 5**
Examine causes and results of great events and the impact on people
- Year 6**
Write explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

Lesson 5 How important are the Vikings for Wirral?

- The Vikings established a settlement called Thingwall.
- It was a place of governance and societal organisation.
- The impact of the Vikings is also evident in the local language, particularly in aspects of farming and village life that were adapted from Norse practices.

Lesson 4 What was life like for Vikings in England?

- They established settlements in various regions which became known as Danelaw.
- Men were generally involved in farming.
- Women managed the household.
- The Vikings believed in many gods and held complex religious rituals.

Chronological Understanding

- Year 5**
Know and sequence key events of time studied
- Year 6**
Use relevant terms and period labels
- Place current study on time line in relation to other studies
- Use relevant dates and terms

Lesson 3 Who was Alfred the Great?

- Alfred played a vital role in defending his kingdom against Viking invasion.
- He was considered a strong and fair ruler.
- He introduced various political and social reforms.
- He was the only king to have gained the title "Great"

Lesson 2 What happened at Lindisfarne?

- The Vikings targeted Lindisfarne because of its wealth, particularly valuable religious artefacts.
- he monastery was devastated; the Vikings killed many monks and took others as hostages.
- This signalled the start of the Viking age with many more attacks and raids

Lesson 1 What was life like before the first Viking Invasion?

- Britain was a land of kingdoms, each ruled by their own kings and lords.
- The majority of people were farmers.
- Society was heavily influenced by religious beliefs.
- Towns developed around where goods were bought and sold.

History – Year 5/6 - Vikings

For each lesson, we have identified the key substantive knowledge that needs to be achieved by the class in order for them to successfully move onto the next lesson.

The key disciplinary knowledge has also been identified for the topic with a focus on the chronological understanding.

Disciplinary Knowledge

- Year 3**
Identify and give reasons for different ways in which the past is represented
- Year 4**
Distinguish between different sources - compare different versions of the same story
- Year 5**
Look at representations of the period - museum, cartoons etc.
- Year 6**
Look at the evidence available
- Year 7**
Begin to evaluate the usefulness of different sources
- Year 8**
Use text books and historical knowledge

Lesson 5 When do you think it was better to live: Stone, Bronze or Iron age?

Lesson 4 How did life change from the Bronze Age to the Iron age?

- When Humans discovered how to use iron to make tools, bronze was soon replaced as iron was cheaper and more plentiful, meaning many more people had access to the tools they needed.
- During the Iron Age Humans began to build forts, establish large religions, wage wars and develop their society with advancements in language and medicine.

Chronological Understanding

- Year 3**
Place the time studied on a timeline
- Year 4**
Use dates and terms related to the study unit and passing of time
- Year 5**
Sequence several events or artefacts
- Year 6**
Place events from period studied on time line
- Year 7**
Use terms related to the period and begin to date events
- Year 8**
Understand more complex terms eg BCE/AD

Lesson 3 What happened during the Neolithic period?

- In this period Humans began to cultivate land and grow crops
- The wheel was invented, making it easier to transport things
- The sail was invented, allowing Humans to cross oceans and improve fishing techniques
- The plough was invented which in turn led to increased food
- The increase in food led to an increase in population

Lesson 2 What happened in the Palaeolithic period?

- Humans were nomadic and lived in temporary huts or caves.
- Small tribes of Humans would travel to look for food, usually berries, deer or bison.
- Humans would paint depictions of hunts on cave walls, some of these cave paintings can still be seen today
- Fire was discovered in this era

Lesson 1 What do we mean by pre-history?

- Prehistory is the time before humans started writing.
- The Stone age was around 1 million years ago, Bronze age followed around 4000 years ago, then Iron Age around 3000 years ago.
- We know about this time period thanks to archaeologists who look at ancient sites and artefacts to learn about the past

History – Year 3/4 - Through the Ages

AWE AND WONDER

Fostering awe and wonder is about cultivating curiosity, engagement, and a deep appreciation for the world. This involves encouraging children to explore, question, and connect with their emotions while learning. It's about making learning memorable and meaningful, not just through instruction, but through experiences that spark wonder and excitement.

We use various techniques to achieve this, including:

- Encouraging critical thinking through big questions or mysteries
- Bringing learning to life with real objects and artefacts
- Stimulating the sensory experience through high-impact visuals and sounds
- Captivating the children in their learning through story-telling
- Immersing children in their learning with drama and role-play
- Learning in new spaces by changing the environment and exploring the local area
- Incorporating wonder-inspiring elements with moments of surprise
- Encouraging creative tasks that spark imagination and creativity



As a Musician...





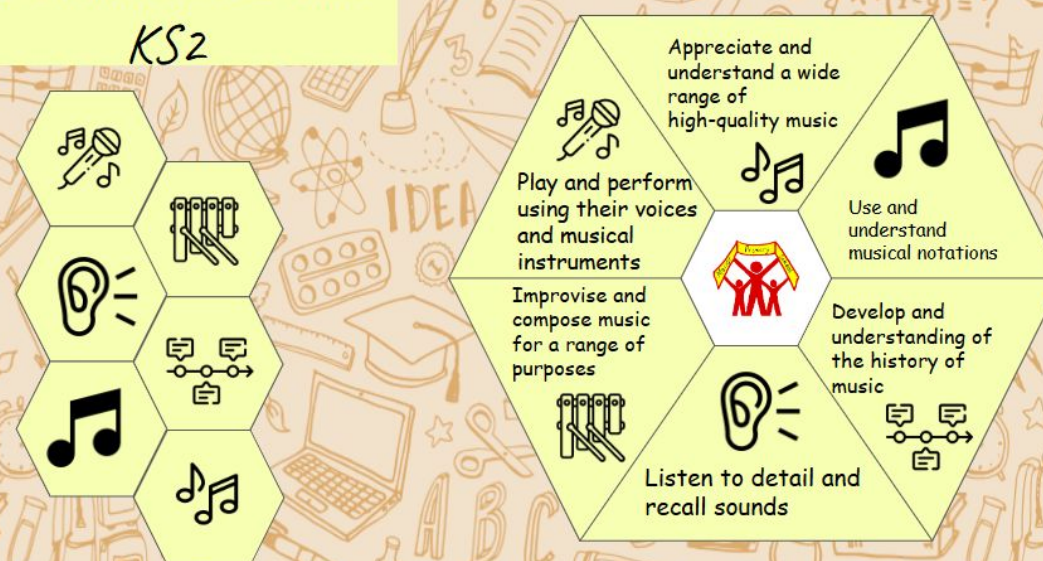
As a Musician I will...

KS1



As a Musician I will...

KS2



FUTURE ASPIRATIONS

Here are some of the jobs you could aspire to do in the future as a musician?

- **Solo Artist** – Perform your own music, release albums, tour.
- **Band Member** – Play with a group in any genre (rock, jazz, classical, etc.).
- **Session Musician** – Record parts for other artists in studios.
- **Orchestral/Ensemble Musician** – Perform with symphonies or chamber groups.
- **Touring Musician** – Join artists or bands on live tours.
- **Songwriter** – Write lyrics or melodies for yourself or other artists.
- **Film/Game Scorer** – Compose music tailored to visual media
- **Backup Singer/Instrumentalist** – Support lead acts in recordings or live
- **Music Teacher (Private or School)** – Teach instruments, voice, or theory.
- **University Professor** – Teach and research music at a collegiate level.
- **Workshop Leader** – Run music camps, clinics, or masterclasses
- **Audio Engineer** – Record, mix, and master music.
- **Live Sound Technician** – Run sound for live events.
- **Instrument Builder/Repairer** – Work with luthiers or techs.
- **Music Technologist** – Develop software, plugins, or hardware.
- **Music Journalist** – Write about music for blogs, mags, or news.
- **Music Therapist** – Use music to support mental and physical health.
- **DJ** – Perform live sets at clubs or events.
- **Conductor** – Lead orchestras, choirs, or ensembles
- **YouTuber/Streamer** – Share music, tutorials, or behind-the-scenes content.
- **TikTok/Instagram Creator** – Build a fanbase and go viral.
- **Music Influencer** – Promote products, gear, or music through content.
- **Podcast Host** – Create a music-focused podcast series

Our Music Curriculum



LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
Year 2	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Fingal's Cave)	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6 lessons)

Medium Term Plans



Unit 1	<u>Exploring sound</u> (5 lessons) Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.
Unit 2	<u>Celebration music</u> (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.
Unit 3	<u>Music and movement</u> (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
Unit 4	<u>Musical stories</u> (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.
Unit 5	<u>Transport</u> (5 lessons) Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.
Unit 6	<u>Big band</u> (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.



Our EYFS lessons are a natural precursor to our Year 1 Music plans and focus not only on discrete music learning but also on how to incorporate music into all the other areas of learning.

Please read the teacher guidance for:

[Teacher guidance: Music and continuous provision](#)

Year 1			
Autumn 1	<u>Keeping the pulse (My favourite things)</u> (5 lessons) Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Autumn 2	<u>Tempo (Theme: Snail and mouse)</u> (5 lessons) Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story,
Spring 1	<u>Dynamics (Seaside)</u> (5 lessons) Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Spring 2	<u>Sound patterns (Fairytale)</u> (5 lessons) Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.
Summer 1	<u>Pitch (Superheroes)</u> (5 lessons) Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.	Summer 2	<u>Musical symbols (Under the sea)</u> (5 lessons) Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.

Year 2			
Autumn 1	Call and response (Animals) (5 lessons)	Autumn 2	Instruments (Musical storytelling) (5 lessons)
	Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.		Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.
Spring 1	Contrasting dynamics (Space) (5 lessons)	Spring 2	Singing (On this island) (5 lessons)
	Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.		Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.
Summer 1	Structure (Myths and legends) (5 lessons)	Summer 2	Pitch (Musical Me) (5 lessons)
	Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.		Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.

Year 5			
Autumn 1	<u>Composition notation (Theme: Ancient Egypt)</u> (5 lessons)	Autumn 2	<u>Blues</u> (5 lessons)
	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.		Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.
Spring 1	<u>South and West Africa</u> (5 lessons)	Spring 2	<u>Composition to represent the festival of colour (Theme: Holi festival)</u> (5 lessons)
	Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.		Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.
Summer 1	<u>Looping and remixing</u> (5 lessons)	Summer 2	<u>Musical theatre</u> (5 lessons)
	Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.		An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

How we assess



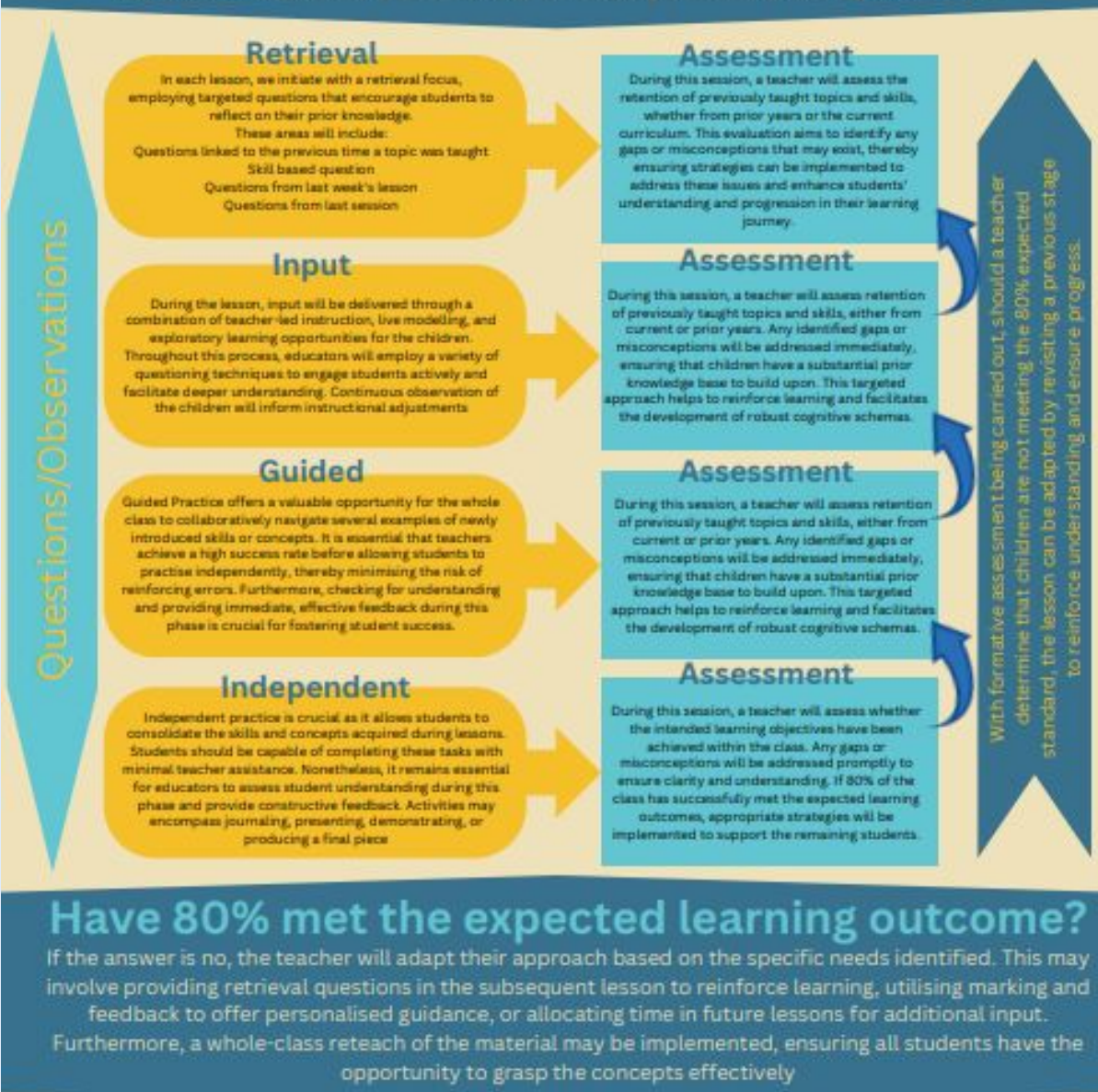
ASSESSMENT MODEL

Over the school year, teachers track progression by regular revisits of key knowledge, and skills evaluations. Teachers ensure that children are building a solid foundation in music as they move from one year to the next, aligning with curriculum expectations for knowledge retention and skills advancement.

Our Assessment Model outlines how this is achieved from one lesson to the next. We use a range of formative and summative assessment techniques from low-stakes quizzing to class discussions to end of unit Oracy tasks



Before a lesson, a teacher must possess a comprehensive understanding of what the children within their class have already retained. This prior knowledge serves as a foundation for effective teaching and facilitates the identification of individual learning needs. It is essential to ascertain the learning objectives and the subsequent knowledge students are expected to acquire. By clearly delineating these aims, the teacher can design engaging lessons that not only build on previous learning but also progressively prepare students for future academic challenges. This proactive approach is vital for fostering a conducive learning environment.



Curriculum Enrichment



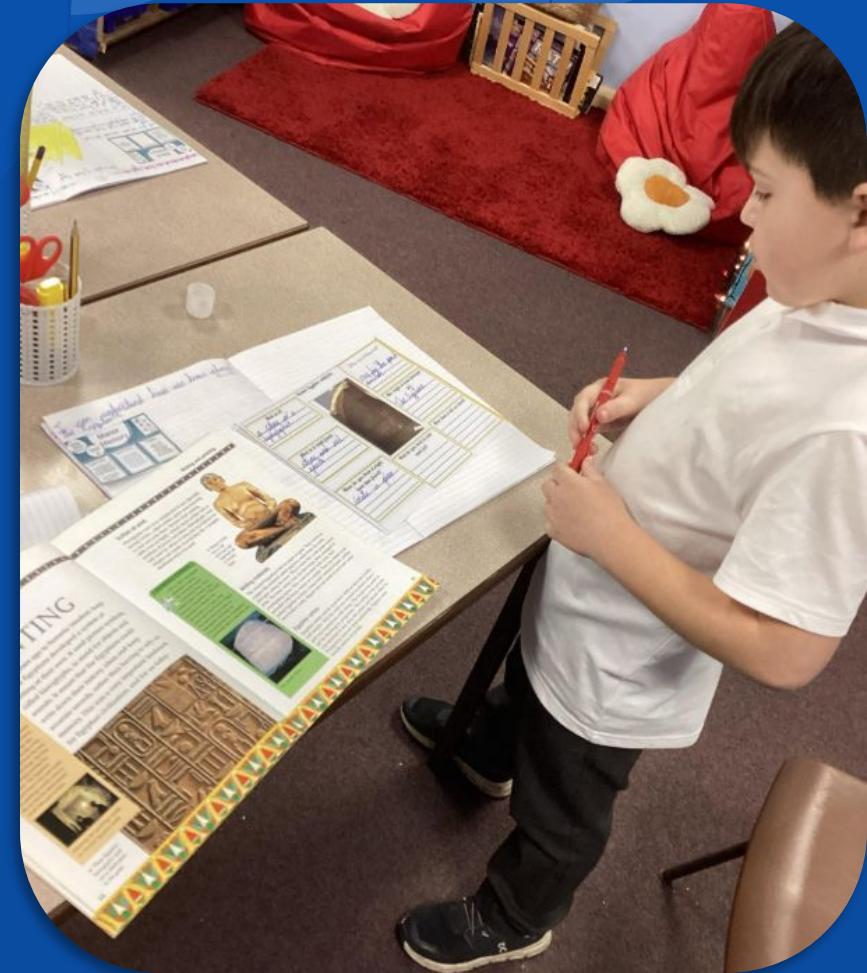
CURRICULUM TEXTS



ENRICHMENT DAYS



SEND Provision



SEND

We believe that all children can achieve. We know many of our SEND children have incredible knowledge of the world, including the past. We ensure we know the strengths of each individual child. A key concept to supporting SEND children within the Curriculum is to reduce the cognitive load.

We use a variety of strategies in Music, including:

- pictorial notation (e.g. color for pitch or shapes for rhythm)
- Provide repetition and overlearning opportunities
- Simplify complex musical concepts and chunk information
- Offer pre-teaching of vocabulary or musical terms
- Allow more time for tasks

Music in EYFS



EYFS – UNDERSTANDING THE WORLD

Music in EYFS is a foundational driver of child development, not just an enrichment activity. It directly underpins all three prime areas of the Early Years Foundation Stage framework:

- **Communication & Language:** Rhyme, rhythm, and song build phonological awareness, vocabulary, and listening skills essential for early reading.
- **Physical Development:** Moving to music and playing instruments develop both gross motor coordination and fine motor control.
- **Personal, Social & Emotional Development:** Group musical activities foster self-regulation, turn-taking, confidence, and shared joy.

Under **Expressive Arts and Design**, music gives children a creative voice to explore sound, express feelings, and experiment with ideas before they have the words to write them down.



Music in Timetable



TIMETABLE

EYFS- Taught weekly

Key Stage 1 - Taught weekly

Key Stage 2 - Taught weekly

What our pupils say



PUPIL VOICE

“Music is fun because we learn about different artists and musical genres.”

“I enjoy music because we get to learn new songs and compose our own.”

“In music we get to play instruments and compose our own melodies.”

Music is fun and I enjoy listening to different music from around the world.”

Links and Resources

