



St Bede's Catholic Primary School

In Christ's kindness... We learn, we pray, we belong.

Music Curriculum Intent, Implementation and Impact

Intent

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review, and evaluate music
- be taught to sing, create, and compose music
- understand and explore how music is created, produced, and communicated

At St Bede's Catholic Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We provide opportunities for all children to create, play, perform and enjoy music (both live and recorded) through curriculum music as provided by the Charanga scheme, and through extra-curricular activities such as peripatetic music lessons, musical performances, assemblies, and the school choir. Curriculum lessons help children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music
- Listen to, review, and evaluate music across a range of historical periods, genres, cultures, styles, and traditions
- Can sing and use their voices to create different effects
- Create and compose music, both on their own and with others
- Use a range of musical vocabulary
- Make judgements and express personal preferences about the quality and style of music
- Take part in performances with an awareness of audience

Implementation

Music teaching at St Bede's Catholic Primary School delivers the requirements of the National Curriculum through use of the Charanga scheme of work. Teachers follow the suggested scheme of work, although adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas. Music lessons are broken down into termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Within the EYFS setting, music is an integral part of the children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Performance is at the heart of musical teaching and learning at St Bede's and pupils participate in a range of performances during their school 'career'. These include Nativity plays, Carol Services, Easter Liturgies, School Masses, and a Leavers' performance in Year 6. Pupils also take part in a wide variety of musical opportunities such as visiting drama/music groups, ensemble music performances or instrumental lessons. Parents are invited and welcomed to watch all of these performances, whether at or outside of school.

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 instrumental tuition with peripatetic teachers. We currently offer keyboard and violin tuition as well as *Rocksteady* – a band-based peripatetic music service delivered by professionals for children across the key stages, where children can learn drums, keyboard, guitar, and bass as well as vocals and to perform as a band. Key Stage 2 pupils are also able to join the school choir and to participate in annual singing events such as the school Carol Service or charity events such as singing at the Galleries shopping centre in support of *The Children's Foundation*. The choir often perform in school Masses or Liturgies throughout the year. Classes also develop their singing ability through taking part in local events such as *The Big Sing* run by the Sunderland Music Hub.

Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of

the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice)
- Formative assessment of children's learning during lessons, based on assessment tools from the Charanga scheme
- Photo and video/audio evidence of the pupils' practical learning

The impact of our music curriculum is also measured in the uptake of our extra-curricular music lessons (violin, keyboard, *Rocksteady*) as well as involvement in the school choir.



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Music Curriculum Overview

Autumn Term						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me! Learn to sing nursery rhymes and action songs: <ul style="list-style-type: none"> Pat-a-cake 1,2,3,4,5 Once I Caught a Fish Alive This Old Man Five Little Ducks Naming Song Things for Fingers 	Hey You! (Old School Hip Hop) – How pulse, rhythm and pitch work together. <ul style="list-style-type: none"> Learn about the differences between pulse, rhythm and pitch. Learn how to rap. Learn to play, sing and compose with this song and appraise other Old-School Hip-Hop tunes. 	Hands, Feet, Heart (Afropop, South African) – South African Music <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with the song. Listen and appraise different styles of South African music. 	Let Your Spirit Fly (Rhythm & Blues) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with the song. Listen and appraise different R&B music. 	Mamma Mia (70s Pop) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with the song. Listen and appraise different 70s pop songs by ABBA. 	Livin' on a Prayer (Rock Anthems) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with the song. Listen and appraise different classic rock songs. 	Happy (Pop/Neo Soul) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with the song. Listen and appraise different pop songs on a similar theme (being happy).

Spring Term						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyone! Learn to sing nursery rhymes and action songs: <ul style="list-style-type: none"> Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy and You Know it Head, Shoulders, Knees and toes 	In the Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra) <ul style="list-style-type: none"> Learn about a different style of music each week, based on the theme: 'In the Groove'. Listen to a well-known song in each week's style. 	I Wanna Play in a Band (Rock song) <ul style="list-style-type: none"> Learn about singing and playing together in an ensemble. Learn to sing, play, improvise and compose with the song. Listen and appraise classic rock songs. 	Three Little Birds (Reggae) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play and compose with the song. Listen and appraise other reggae songs. 	Stop! (Song/Rap about bullying) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play and compose with the song. Listen and appraise other rap/hip-hop songs. 	Make You Feel My Love (Pop ballad) <ul style="list-style-type: none"> Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play and compose with the song. Listen and appraise other pop ballads. 	A New Year Carol (A Friday Afternoons song by Benjamin Britten) <ul style="list-style-type: none"> Research Benjamin Britten's life and listen to many of his other works. Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play and compose with the song. Listen and appraise other music by Britten.

Summer Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Big Bear Funk (Funk)</p> <ul style="list-style-type: none"> • Listening to and appraising funk music. • Embedding the foundations of music using voices and instruments • Learning to sing 'Big Bear Funk' and revisiting other nursery rhymes and action songs. • Playing instruments within the song. • Improvisation using voices and instruments. • Riff-based composition. • Share and perform the learning that has taken place. 	<p>Your imagination</p> <ul style="list-style-type: none"> • Songs about imagination. Learn to sing the song 'Your Imagination' as well as other songs on the same theme. • Warm-up and flexible games. • Play instruments with the song. • Improvise the song. • Compose the song. • Perform and share the song. 	<p>Friendship Song</p> <ul style="list-style-type: none"> • Songs about friendship. Learn to sing 'Friendship Song' as well as other songs on the same theme. • Warm-up and flexible games. • Play instruments with the song. • Improvise the song. • Compose the song. • Perform and share the song. 	<p>Bringing Us Together (Disco song)</p> <ul style="list-style-type: none"> • Listen to and appraise other songs based on the theme of friendship, peace, hope and unity. • Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. • Learn to sing, play and compose with the song. 	<p>Blackbird (The Beatles)</p> <ul style="list-style-type: none"> • Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. • Learn to sing, play and compose with the song. • Listen and appraise other Beatles songs. 	<p>Dancing in the Street (Motown)</p> <ul style="list-style-type: none"> • Games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. • Learn to sing, play and compose with the song. • Listen and appraise other Motown songs. 	<p>Music & Me (inspirational women working in music – gender equality)</p> <ul style="list-style-type: none"> • Explore the concept of 'identity' – the various elements that shape us. • Try out different ways of making own music. • Explore the work of some of the most influential women in music over the last 100 years: Shiva Feshareki, Eska Mtungwazi, Afrodeutsche and Anna Meredith.

Progression & Skills – Early Years and Key Stage 1

	Reception	Year 1	Year 2
Listen and Appreciate	<ul style="list-style-type: none"> To know 20 nursery rhymes off by heart. To know the stories of some of the nursery rhymes. To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know that some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.
Play and Perform	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To participate in activities that embed pulse, rhythm and pitch. To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections. To sing along with a pre-recorded song and add actions. To sing along with the backing track. 	<ul style="list-style-type: none"> To know that music has a steady pulse like heartbeat. To know that we can create rhythms from words, our names, favourite foods, colours and animals. To find the pulse. To confidently sing or rap 5 songs from memory and sing them in unison. To learn about voices singing notes of different pitches (high and low) To learn that they can make different types of sounds with their voices - you can rap or say words in rhythm. To learn to start and stop singing when following a leader and to follow musical instructions. To learn the names of the notes in their instrumental part from memory or when written down. To learn the names of the instruments they are playing. To treat instruments carefully and with respect. To play a tuned instrumental part with the song they perform. To learn to play an instrumental part that matches their music challenge, using one of the differentiated parts (a one-note part, a simple part, medium part) 	<ul style="list-style-type: none"> To know that music has a steady pulse like heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that rhythms are different from the steady pulse. To know that we add high and low sounds, pitch, when we sing and play our instruments. To confidently know and sing 5 songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. To learn about voices singing notes of different pitches (high and low). To learn that they can make different types of sound with their voices – you can rap (spoken word with rhythm). To learn to find a comfortable singing position. To learn to start and stop singing when following a leader and follow musical instructions. To learn the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class. To treat instruments carefully and with respect. To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). To play the part in time with the steady pulse.
Create and Compose	<ul style="list-style-type: none"> To know that a performance in sharing music. To perform any of the nursery rhymes by singing and adding actions or dance. To perform any nursery rhymes or songs adding a simple instrumental part. To record the performance to talk about. 	<ul style="list-style-type: none"> To know that improvisation is to make up your own tunes on the spot. To listen and clap back using words with 1 or 2 syllables. To create rhythms for others to copy. To listen and sing back. To know that composing is like a story with music. To help create a simple melody using one, two or three notes. To learn how the notes of the composition can be written down and changed if necessary. To know that performance is sharing music with other people, called an audience. To choose a song they have learned and perform it. To add their ideas to a performance. To record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> To know that improvisation is to make up your own tunes on the spot. To improvise using 2 notes. To listen and clap back using words with 1 or 2 syllables. To create rhythms for others to copy. To listen and sing back. To know that composing is like a story with music. To know that composing is like writing a story with music. To help create 3 simple melodies using one, three or five different notes. To learn how the notes of the composition can be written down and changed if necessary. To know that performance is sharing music with other people, called an audience. To choose a song they have learned and perform it. To add their ideas to a performance.

			<ul style="list-style-type: none"> To record the performance and say how they were feeling about it.
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Progression & Skills – Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Listen and Appreciate	<ul style="list-style-type: none"> To know 5 songs from memory and who sang them or wrote them. To know the style of the 5 songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc) Name some of the instruments they heard in the song To confidently identify and move to the pulse. To think about what the words of song mean. To take it in turns to discuss how the song makes them feel. To listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> To know 5 songs from memory and who sang or wrote them. To know the style of the 5 songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style) The lyrics: what the song is about Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc) Name some of the instruments they heard in the song To confidently identify and move to the pulse. To talk about the musical dimensions working together in the song e.g., if the song gets louder in the chorus (dynamics). To talk about the music and how it makes them feel. To listen carefully and respectfully to other people's thoughts about the music. To try to use musical words when talking about music. 	<ul style="list-style-type: none"> To know 5 songs from memory, who sang or wrote them, when they were written and if possible, why. To know the style of the 5 songs and to name other songs in those styles. To choose 2 or 3 other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of the songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Try to use musical words when talking about music. Talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel. 	<ul style="list-style-type: none">
Play and Perform	<ul style="list-style-type: none"> To know how to find and demonstrate the pulse. To know the difference between pulse and rhythm. To know how pulse, rhythm and pitch work together to create a song. To know that every piece of music has a pulse/steady beat. To know the difference between a musical question and an answer. To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: a person who the choir or group follow Songs can make you feel different things e.g., happy, energetic or sad Singing as a part of an ensemble or large group is fun, but you must listen to each other To know why you must warm up your voice 	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: high and low sounds that create melodies How to keep the internal pulse Musical leadership: creating musical ideas for the group to copy or respond to To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: a person who the choir or group follow Songs can make you feel different things e.g., happy, energetic or sad Singing as a part of an ensemble or large group is fun, but you must listen to each other 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> • To sing in unison and in two simple parts. • To demonstrate a good singing posture. • To follow a leader when singing and follow musical instructions. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing. • To know and be able to talk about the instruments used in class (a glockenspiel, a recorder). • To treat instruments carefully and with respect. • To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the song. 	<ul style="list-style-type: none"> - Texture: how a solo singer makes a thinner texture than a large group - To know why you must warm up your voice • To sing in unison and in two simple parts. • To demonstrate a good singing posture. • To follow a leader when singing and follow musical instructions. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost. • To listen to the group when singing. • To know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, recorder or xylophone) - Other instruments they might play or be played in a band or orchestra or by their friends. • To treat instruments carefully and with respect. • To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the song. • To experience leading the playing by making sure everyone plays in the playing section of the song. 		
<p>Create and Compose</p>	<ul style="list-style-type: none"> • To clap and say back rhythms, create own rhythms and lead class with own simple rhythms. • To listen and sing back, copy back with instruments with and without notation. • To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five. - To know that if you improvise using the notes you are given, you cannot make a mistake. • To know and be able to talk about: <ul style="list-style-type: none"> - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - Different ways of recording compositions (letter names, symbols, audio etc). • To help create at least one simple melody using one, three or five different notes. • To plan and create a section of music that can be performed within the context of the song. • To talk about how it was created. • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation). • To know and be able to talk about: 	<ul style="list-style-type: none"> • To clap and say back rhythms, create own rhythms and lead class with own simple rhythms. • To listen and sing back, copy back with instruments with and without notation. • To improvise using 1, 2 or 3 notes. • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake. • To know that you can use some of the riffs you have heard in your improvisations • To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc). • To help create at least one simple melody using one, three or five different notes. • To plan and create a section of music that can be performed within the context of the song. • To talk about how it was created. • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation). 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none">- Performing is sharing music with other people, an audience- A performance can be to one person or to each other- You will need to know and have everything that will be performed- You must sing or rap the words clearly and play with confidence- A performance can be a special occasion and involve an audience including people you don't know- It is planned and different for each occasion- It involves communicating feelings, thoughts and ideas about the song/music. <ul style="list-style-type: none">• To choose what to perform and create a programme.• To communicate the meaning of the words and clearly articulate them.• To talk about the best place to be when performing and how to stand or sit.• To record the performance and say how they were feeling, what they were pleased with and what they would change and why.	<ul style="list-style-type: none">• To know and be able to talk about:• Performing is sharing music with other people, an audience• A performance can be to one person or to each other• You will need to know and have everything that will be performed• You must sing or rap the words clearly and play with confidence• A performance can be a special occasion and involve an audience including people you don't know• It is planned and different for each occasion• It involves communicating feelings, thoughts and ideas about the song/music. <ul style="list-style-type: none">• To choose what to perform and create a programme.• To present a musical performance designed to capture the audience.• To communicate the meaning of the words and clearly articulate them.• To talk about the best place to be when performing and how to stand or sit.• To record the performance and say how they were feeling, what they were pleased with and what they would change and why.		
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