

Our Music Curriculum

Intention:

Our Vision for music is:

For every child to have access to high-quality, practical, and engaging musical experiences through our Sing Up curriculum.

We want all children to develop the self-confidence, skills, knowledge, and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to - *Creativity*

We also want teachers to enjoy teaching music and to feel empowered, armed with good subject knowledge and practical music making activity, and confident that the scheme they are teaching will work brilliantly with the children in front of them - *Courage*

We would like every pupil to feel connected to their local community through engagement with the village and wider community - *Care*

Music contributes significantly to the ethos of our school; it is an integral part of daily assembly and special celebrations.

Implementation

Sing Up Music provides us with the foundation to deliver a creative programme of high-quality classroom music activity. It sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage. Sing Up's music curriculum, with a scheme of work for each year group from Nursery to Year 6, represents a progressive set of teaching resources that meets the requirements of the Statutory Framework for the *Early Years* Foundation Stage (Expressive Arts), the National Curriculum for Music and suggested approaches of the Model Music Curriculum (Singing, Listening, Composing, Performance/Instrumental Performance). Covering a broad and diverse range of repertoire, approaches, and musical traditions, Sing Up Music supports a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, performing, composing, improvising, listening, and appraising.

We make links through our '*echoes and ripples*' looking back at prior learning and looking forward to future learning across the approaches from the model music curriculum. Links are made to religion and culture through the curriculum.

Impact:

Through a broad and balanced curriculum, we provide a variety of musical experiences which develops learning, improves knowledge and promotes pupil well-being through building up the confidence of all children. Music can impact the way that children feel, think and act; our music curriculum encourages the body and mind to work together, develop motor skills and allow self-expression within our pupils.

For progression of skills and vocabulary, see SingUp scheme of work with progression overview.



Music Curriculum Map

Music within EYFS		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Expressive Arts and Design: Being imaginative and expressive		Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'.	Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
EYFS Music Scheme		I've got a grumpy face Timbre • Beat • Pitch contour The sorcerer's apprentice Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre	Witch, witch Call-and-response • Pitch (la-so-mi-do) • Timbre Row, row, row your boat • Beat • Pitch (step/leap) • Timbre	Birdspotting: Cuckoo polka Active listening • Beat • Pitch (so-mi) • Vocal play Shake my sillies out Timbre • Pitch (higher/ lower) • Tempo (faster/ slower) • Beat	Up and down Pitch contour (rising and falling) Five fine bumble bees Timbre • Tempo • Structure (call-and-response) • Active listening	Down there under the sea Timbre • Structure • Active listening • Tune moving in step • Soundscape It's oh so quiet! Dynamics • Timbre • Musical storytelling	Slap clap clap Music in 3-time • Beat Bow, bow, bow Belinda Beat • Active listening • Accompaniment
Year	Cycle	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SAPLINGS - Yr1&2	Odd	Tony Chestnut Beat • Rhythm • Pitch • Echo • Progression snapshot 1	Carnival of the Animals Timbre • Tempo • Dynamics • Pitch • Classical music Musical conversations Question and-answer • Timbre • Graphic score	Grandma rap • Duration (crotchet, quavers, crotchet rest) • Unison • Round • Progression snapshot 2	Swing-along with Shostakovich 2- and 3-time • Beat • Beat groupings • 20th century classical music Charlie Chaplin	The rockpool rock 2-part singing • Rock 'n' roll • Structure • Timbre	Tanczmy labada Duration (crotchet, quavers, crotchet rest) • Chords • Progression snapshot 3
	Even	Menu song Active listening (movement) • Beat • Progression snapshot 1	Colonel Hathi's march Beat • March • Timbre • Music from a film Magical musical aquarium Timbre • Pitch • Structure • Graphic symbols • Classical music	Football Beat • Ostinato • Pitched/unpitched patterns • Mi-ri-do • Progression snapshot 2	Who stole my chickens and my hens? Beat • Rests • Rhythm patterns • Higher/lower	Dancing and drawing to Nautilus Active listening (musical signals, internalising beat, draw to music, movement/ actions) • Electronic music Cat and mouse Mood • Tempo • Dynamics • Rhythm • Dot notation	Come dance with me Call-and-response • Tuned percussion skills • Rhythm and syllables • Pitch • Progression snapshot 3
YOUNG OAKS - Yr 3&4	Both years	Ukelele with a music specialist					
	Odd	This little light of mine Pentatonic scale • Gospel music • Off-beat • Rhythm • Call-and response • Progression snapshot 1	My fantasy football team Beat • Rhythm • Rondo • Rhythm notation	The doot doot song Chords • Structure • Ensemble playing and singing • Acoustic guitar music • Progression snapshot 2	Fanfare for the common man Fanfare • Timbre • Dynamics • Texture • Silence Spain	Global pentatonics Pentatonic scale • Different musical traditions and cultures • Graphic/dot notation Horse in Motion	Favourite song Chords • Structure • Ensemble singing and playing • Folk-rock styles • Progression snapshot 3



	Even	I've been to Harlem Pitch shape • Ostinato • Round • Pentatonic • Call-and-response • Progression snapshot 1	Chilled out clap rap Beat • Rhythm • Tempo • Dynamics	Latin dance Salsa • Beat • Clave rhythm • Timbre • Chords • Rhythm pattern	'March' from The nutcracker Rondo structure • Beat • Higher/lower • Staccato • Call-and-response • Ballet music from the Romantic period. From a railway carriage Structure (repetition, round, pattern) • Texture (layers, unison) • Timbre • Beat • Classical music	Just 3 notes Pitch (C-D-E) • Rhythm patterns • Structure • Minimalism • Dot notation Samba with Sérgio Call-andresponse • Samba batucada • Beat • Rhythm • Music and community • Rhythm notation	Fly with the stars Rhythm • Crotchet, quavers, semiquavers • Pitch (C-D-E/ do-re-mi) • Dot notation • Progression snapshot 3
MIGHTY OAKS – Yr5/6	Odd	Hey, Mr Miller Swing music • Syncopation • Big band • Scat singing • Historical context WWII • Progression snapshot 1	Shadows Artist and their influences • Musical comparisons • Shadows by Lindsay Sterling Composing for protest! To create music inspired by Ethel Smyth and a picture of the suffragettes • Composing using a non-musical stimulus • Lyrics • Melody • Steady beat • Tempo • Ostinato • Coda	Dona nobis pacem • 3-part round/ polyphonic texture), 3/4 time, church music in Latin, progression snapshot 2.	Ain't gonna let nobody Civil rights movement • Spiritual, gospel, RnB, choral • Vocal improvisation • Chords C minor and G7	Ame sau vala tara bal Indian music • Raag Bhairavi • Chaal rhythm • Indian musical instruments • Indian musical styles: Bhangra, Bollywood, Indian Classical • Progression snapshot 3	Nobody knows (The Lumineers) Songwriting • Chords • Writing lyrics on theme of 'leavers'
	Even	What shall we do with the drunken sailor? Sea shanties • Beat • Rhythm • Chords • Dot notation • Progression snapshot 1	Why we sing Gospel music • Structure • Texture • Vocal decoration Introduction to songwriting Structure (Verse/ chorus) • Hook • Lyric writing • Melody	Madina tun nabi Nasheed (islamic song) • Drone • Melody • Harmony • Chords • Progression snapshot 2	Building a groove Beat • Rhythm • Basslines • Riffs Época Texture • Articulation • Rhythm • Tango	Baloo baleerie Lullaby • 3-time • Pentatonic scale • Question-andanswer • Accompaniment • Progression snapshot 3	Kis nay banaayaa A song from India/ Pakistan • Soundscape • Melody/ harmony • Accompaniment