



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

Music Curriculum

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Music Curriculum Intent

Our Intent

At Thurgoland C of E Primary, we love to learn and value music because it is a most powerful and unique form of communication that can change and impact the way children, think, feel and act. We believe that teaching music helps the body and mind work together in harmony and can enhance their wellbeing. Music allows children to practice self-expression and can also build personal resilience to help them be their best self. Exposing children to music during early development helps them to develop their aural perception and internalisation, which aids the learning of sounds. The music curriculum has been developed to encourage our pupils to aim high and recognise that music can enhance learning and life by having a positive effect on their emotions. They are encouraged to explore and express their thoughts and feelings about music and appreciate the range of forms and genres from across the world and across different eras. Provision allows pupils to understand different cultures by studying a range of musicians and musical styles from different eras and countries, within Europe and beyond. Children broaden their awareness and understanding of how music has shaped history and culture across the ages. They listen carefully and are exposed to a wide range of music and appreciate how it has the capacity to enrich their lives through active participation and sheer joy.

All pupils, including SEND and disadvantaged groups, develop knowledge, skills and subject specific vocabulary and the curriculum allows for the progression of these skills. Pupils have opportunities to play both tuned and untuned instruments individually, in pairs and small groups to develop their skills and knowledge. They become confident to use these to explore and express their thoughts and feelings through music in all its forms. Pupils show respect to others when performing, and demonstrate patience, perseverance and resilience when creating their own musical compositions. During the repetitive nature of practice, they give things a go, learn from their mistakes and refine their performances. Music has a high profile within the school and is celebrated through many opportunities to perform both in school and in the wider community.

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

- Can sing and use their voices well – singing is important and inclusive.
- Create and compose music practically on their own and with others.
- Progress to the next level of musical excellence.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Have knowledge of and experience the work of great composers and influential musicians in music history.
- Enjoy and have an appreciation for music.
- Use musical language and vocabulary.
- Make judgements about the quality of music.
- Have opportunities to play a variety of instruments.
- Take part in performances.
- Perform and share a range of musical styles.
- Listen, review and evaluate music across a range of historical periods, genres, styles and traditions and by other performers.
- Have opportunities to study a range of musical styles and genres, e.g., Jazz, Samba, Pop, Rock and Roll, Folk etc



Music Implementation

At Thurgoland CE Primary, music is taught once a week in every year group over 6 half – terms. Each half – term has a different musical theme. Within each unit of work, there are 5/6 lessons which build knowledge and skills in a spiral curriculum approach.

Music at Thurgoland	
Lesson Introduction	<p>Pupils are introduced to the learning objectives through the Kapow! Music Short Term lesson presentation.</p> <p>An attention Grabber focuses on presenting the Key Musical Concepts from the 7 Inter – related dimensions of Music. Often this involves listening to audio files and appraising. It has accompanying slides/resources built into each lesson on the website. Key Vocabulary is introduced.</p>
Key Questions	<p>These are introduced and explored as part of the starter activity. This enables children to listen and appraise music and helps to develop specific knowledge and skills.</p>
The Main Event/Activity	<p>Children work practically, whether this is linked to singing, singing and/or movement, notation, composition, improvisation, performance on an instrument or the exploration of Key Musical Concepts. It involves the development and refinement of a skill depending upon the Key Area (strand) focus.</p>
Wrapping up - Plenary	<p>This involves further questioning and discussion linked to the Key Concepts taught. This is usually linked to the 7 Inter-related dimensions of music such as Pulse, dynamics, tempo, pitch, rhythm, structure or texture depending on Key – stage.</p>
Vocabulary reinforcement and Assessment	<p>Vocabulary can be re -visited for teachers to formatively assess pupil’s understanding.</p> <p>Notes are included on each lesson plan to help teachers make secure or greater depth judgements when assessing their pupils.</p> <p>Assessment grids have been created for SLT detailing vocabulary, knowledge and skills to assess against. These are to be introduced.</p>



Music Concepts

The Kapow Primary's Music scheme of work is built around the following five key strands/areas:

Concept	Coverage of Concept
Listening and Evaluating	Children will express their musical preferences, exploring the impact of musical ideas. They will understand how effects are created by combining musical elements.
Creating Sound	Children will explore their vocal skills and develop their skills to manipulate sounds on a range of instruments.
Notation	Children will recognise the basics of musical notation, reading simple rhythmic patterns and develop their foundational knowledge of how to communicate music.
Improvising and Composing	Children will create and refine their own music through improvisation and notation. They will experiment with styles, features and musical concepts to add interest.
Performing	Children will learn to use their voices expressively and use instruments to perform as part of a group.



Music Curriculum Overview

As a school, we follow the Kapow! Primary Music Scheme which sets out a Long- term overview for each year group, detailing each theme. Our music is taught in blocks across each half term.

	Block 1	Block 2	Block 3	Block 4	Block5	Block 6
EYFS	Exploring sounds	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 (Fairy tales)	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 (Mountains)	Developing singing technique (The Vikings)	Pentatonic melodies and composition (Chinese New Year)	Jazz	Traditional instruments and improvisation (India)
Year 4	Body and tuned percussion (Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Rivers)	Haiku, music and performance (Hanami festival)	Samba and carnival sounds and instruments (South America)	Adapting and transposing motifs (Romans)
Year 5	Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Coast-Fingal's Cave by	Songs of World War 2	Film music	Themes and variations (Pop Art)	Baroque	Composing and performing a Leaver's song



Music Curriculum Knowledge and Skills Progression

Listening and Evaluating							
Knowledge Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and responding to music	<p>I can listen appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>I can explore spontaneous movement with different parts of their body in response to music.</p> <p>I can express different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>I can use artwork or creative play as a way of expressing feelings and responses to music.</p>	<p>I can listen with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>I can engage and respond to longer pieces of music.</p> <p>I can coordinate the speed of my movements to match the speed of the music (not the beat).</p> <p>I can begin to move in time with the beat of the music.</p> <p>I can begin to articulate how a piece of music affects me (e.g it makes me feel sleepy, it makes them want to dance, it makes them happy).</p>	<p>I can listen with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>I can engage with and responding to longer pieces of music.</p> <p>I can confidently move in time with the beat of the music when modelled.</p> <p>I can begin to keep movements to the beat of different speeds of music.</p> <p>I can begin to explain why the music has a certain effect on me, which could be related to the music or a personal experience.</p>	<p>I can explain my preferences for a piece of music using musical vocabulary.</p>	<p>I can explain my preferences for a piece of music using musical vocabulary.</p>	<p>I can understand the impact music has on me and starting to articulate the reasons for this effect using musical vocabulary.</p>	<p>I can understand the impact music has on me and starting to articulate the reasons for this effect using musical vocabulary.</p>
Analysing	<p>I can identify and imitate sounds from a variety of music.</p> <p>I can consider whether background music and sound effects can enhance storytelling.</p>	<p>I can identify some common instruments when listening to music.</p> <p>I can relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>I can recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>I can recognise simple patterns and repetition in pitch (e.g. do re mi).</p> <p>I can talk about the tempo of music using the vocabulary of fast and slow.</p> <p>I can talk about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p>	<p>I can identify some common instruments when listening to music.</p> <p>I can relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>I can recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>I can recognise simple patterns and repetition in pitch (e.g. do re mi).</p> <p>I can talk about the tempo of music using the vocabulary of fast and slow.</p> <p>I can talk about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p>	<p>I know that music from different parts of the world have different features.</p> <p>I can recognise and explain the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>I can begin to show an awareness of metre.</p> <p>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p>	<p>I can recognise the use and development of motifs in music.</p> <p>I can identify gradual dynamic and tempo changes within a piece of music.</p> <p>I can identify common features between different genres, styles and traditions of music.</p> <p>I can recognise, name and explain the effect of the interrelated dimensions of music.</p> <p>I can identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music.</p>	<p>I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix).</p> <p>I can represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>I can discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>I can recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>I can represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>I can identify the way that features of a song can</p>



		I can talk about the pitch of music, using the vocabulary of high and low.	I can talk about the pitch of music, using the vocabulary of high and low.				complement one another to create a coherent overall effect.
Evaluating	I can show preferences for certain music or sounds.	<p>I can say what I enjoyed about their peers' performances.</p> <p>I can give positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>I can give positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p>	<p>I can say what I enjoyed about their peers' performances.</p> <p>I can give positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>I can give positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p>	I can begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	<p>I can compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>I can develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
Cultural and historical awareness of music	I can listen to music from a wide variety of cultures and historical periods.	I can appreciate music from a wide variety of cultures and historical periods.	I can appreciate music from a wide variety of cultures and historical periods.	I know that music from different times has different features.	I know the stylistic features of different genres, styles and traditions of music using musical vocabulary.	I can confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.



Creating Sounds			
	EYFS	Year 1	Year 2
Singing Repertoire	I can sing short, rhythmic rhymes and songs.	I can sing simple songs, chants and rhymes from memory. I can practise singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. I can competently singing songs with a very small pitch range (two notes that are different but close together).	I can sing simple songs, chants and rhymes from memory. I can practise singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. I can competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).
Singing technique	I can use both speaking and singing voices. I can unconsciously begin to sing to the pulse of a song. I can explore vowel sounds through call and response activities.	I can breathe at appropriate times when singing. I can explore changing their singing voice in different ways. I can sing a range of call and response chants, attempting to match the pitch and tempo they hear.	I can breathe at appropriate times when singing I can adapt my singing voice to be loud or soft at the direction of a leader. I can sing a range of call and response songs, matching the pitch and tempo they hear with accuracy. I can sing part of a given song in my head (using their ‘thinking voice’).
Instruments	I can explore different ways of making sound with everyday objects and instruments. I can explore different ways of holding a range of instruments. I can start to show a preference for a dominant hand when playing instruments. I can use instruments expressively to music. I can use instruments to begin to follow a beat, with guidance.	I understand how to produce different sounds on pitched instruments. I can show an awareness of how sound is affected by the way an instrument is held. I can show an awareness of how dynamics are affected by the force with which an instrument is played. I can learn to use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. I can use instruments imaginatively to create soundscapes which convey a sense of place. I can use bilateral and hand-eye co-ordination to play/hold instruments using both hands.	I know how to produce different sounds on pitched instruments. I can show an awareness of how sound is affected by the way an instrument is held. I can show an awareness of how dynamics are affected by the force with which an instrument is played. I can use instruments to follow the beat by first observing and then mimicking the teacher’s modelling. I can use instruments imaginatively to create soundscapes which convey a sense of place. I can bilateral and hand-eye co-ordination to play/hold instruments using both hands.
Posture	I can use a comfortable static position when playing instruments or singing.	I can maintain a comfortable position when sitting or standing to sing and play instruments.	I can maintain a comfortable position when sitting or standing to sing and play instruments.



Notation							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding notation		<p>I know that notation is read from left to right.</p> <p><i>I can read different types of notations by moving eyes from left to right as sound occurs.</i></p>	<p>I know that notation is read from left to right.</p> <p><i>I can read different types of notation by moving eyes from left to right as sound occurs.</i></p>	<p>I know that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>	<p>I know that 'performance directions are words added to music notation to tell the performers how to play.</p>	<p>I know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>I know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note</p>	<p>I know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>I know that chord progressions are represented in music by Roman numerals.</p>
Representing pitch and rhythm	<p>I know how simple marks or objects can show single beats and single beat rests.</p> <p><i>I can show an awareness of high and low through pictorial representations of sound.</i></p>	<p>I know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>I know that pictorial representations of rhythm show sounds and rests.</p> <p><i>I can pitch patterns using dots.</i></p> <p><i>I can use pictorial representations to stay in time with the pulse when singing or playing.</i></p> <p><i>I can confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</i></p> <p><i>I can begin to read simple rhythmic patterns which include two half beats (quavers).</i></p>	<p>I know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>I know that pictorial representations of rhythm show sounds and rests.</p> <p><i>I can use a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).</i></p> <p><i>I can use pictorial representations to stay in time with the pulse when singing or playing.</i></p> <p><i>I can confidently read simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</i></p> <p><i>I can begin to read simple rhythmic patterns which include two half beats (quavers).</i></p>	<p><i>I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record compositions.</i></p> <p><i>I can perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</i></p>	<p><i>I can use letter name, graphic and rhythmic notation and musical vocabulary to label and record compositions.</i></p>	<p><i>I can use notation to record rhythms and melodies.</i></p>	<p><i>I can record my own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</i></p> <p><i>I can perform with accuracy and fluency from graphic and staff notation and from my own notation.</i></p>



Improvising and Composing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stimulus and purpose	I can explore and imitate sounds from their environment and in response to events in stories.	I can create sound responses to a variety of physical stimuli such as, nature, artwork and stories.	I can create sound responses to a variety of physical stimuli such as, nature, artwork and stories.	I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian, Classical, Jazz, Swing).	I can compose a coherent piece of music in a given style with voices, bodies and instruments	I can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	I can compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
Improvising	I can explore and imitate sounds.	I can improvise simple question and answer phrases, using untuned percussion or voices.	I can improvise simple question and answer phrases, using untuned percussion or voices.	I can begin to improvise musically within a given style using my voice.	I can begin to improvise musically within a given style using an instrument.	I can improvise coherently within a given style.	I can improvise coherently and creatively within a given style, incorporating given features.
Creating and selecting sounds	<p>I can experiment with creating sound in different ways using instruments, body percussion and voices.</p> <p>I can select classroom objects to use as instruments.</p> <p>I can select sounds that make me feel a certain way or remind them of something.</p>	<p>I can experiment with creating different sounds using a single instrument.</p> <p>I can experiment with creating loud, soft, high and low sounds.</p> <p>I can select objects and/or instruments to create sounds to represent a given idea or character.</p>	<p>I can experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>I can select and create short sequences of sound with voices or instruments to represent a given idea or character</p>	I can suggest and implement improvements to their own work, using musical vocabulary.	I can develop melodies using rhythmic variation, transposition, inversion, and looping	<p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>I can suggest and demonstrate improvements to own and others' work.</p>	<p>I can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>I can critique my own and others' work, using musical vocabulary.</p>
Sequencing	I can play sounds at the relevant point in a storytelling.	I can play and combine sounds under the direction of a leader (the teacher).	I can work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	I can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	I can create a piece of music with at least four different layers and a clear structure.	I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.



Performing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and evaluating performance	I can begin to say what they liked about others' performances.	I can give positive feedback on others' performances.	I can offer positive feedback on others' performances.	I can give constructive feedback on others' performances.	I can give constructive feedback on others' performances.	I can use musical vocabulary to offer constructive and precise feedback on others' performances.	I can use musical vocabulary to offer constructive and precise feedback on others' performances.
Awareness of music		I can maintain a steady beat throughout short singing performances.	I can maintain a steady beat throughout short singing performances.	I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. I can play melody parts on tuned instruments with accuracy and control and developing instrumental technique. I can play syncopated rhythms with accuracy, control and fluency.	I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. I can play a simple chord progression with accuracy and fluency.	I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. I can perform by following a conductor's cues and directions.
Awareness of self	I can face the audience when performing. I can express my feelings around performing.	I can keep my head raised when singing. I can keep my instruments still until my part in the performance.	I can stand or sit appropriately when performing or waiting to perform. I can begin to acknowledge my own feelings around performance.	I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance.	I can sing and play in time with peers with accuracy and awareness of my part in the group performance.	I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. I can perform a solo or taking a leadership role within a performance.
Awareness of others	I can perform actively as part of a group. I can be a good audience member, by looking, listening and maintaining attention.	I can perform actively as part of a group; keep in time with the beat. I can show awareness of leader particularly when starting or ending a piece.	I can perform actively as a group, clearly keeping in time with the beat. I can follow a leader to start and end a piece appropriately.				