



Music Intent

Curriculum Intent Statement: Music

Introduction

Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey. Our music curriculum plays a crucial role in nurturing the character of our pupils while developing a love of learning, providing memorable experiences that develop technical skills and a lifelong appreciation of music.

Key Aims

This Scheme of Work is built on the following principles:

- Children will develop their skills in inquiry and critical thinking.
- Children will begin to feel and learn about social connectivity.
- Children will learn about and deepen their musical understanding and connect this with their place in their community.
- Children will become globally aware and understand what it means to become a citizen of the world.
- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit.
- The scheme is fun, modern, inclusive and engaging.
- The scheme is flexible and can be used as a structured approach to music teaching or can be turned into a customised model for an individual school or class.



Music Long Term Plan



- The scheme will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect.
- Children will gain an understanding of historical and cultural contexts related to music.
- Children will form their own musical opinions and learn to make their own musical decisions

Wider Impact

Our music curriculum is designed to have a profound impact on our pupils' overall development. By nurturing their creativity, confidence, and cultural awareness, we aim to equip them with the skills and dispositions to thrive in the real world. Through music, our pupils will develop important life skills, such as teamwork, self-expression, and emotional intelligence, preparing them for their next steps in education and beyond.

Music Implementation

Music Implementation Statement

Music lessons follow a structured three-part approach that ensures students develop a comprehensive understanding of musical concepts while fostering creativity and confidence.

1. Listen and Appraise

Each lesson begins with an opportunity to actively listen to and appraise a piece of music. Students are introduced to a variety of genres, cultures, and time periods to broaden their appreciation and understanding of musical diversity. Through guided discussion and questioning, they analyze key elements such as tempo, dynamics, rhythm, pitch, timbre, and mood. This



phase encourages students to articulate their responses and opinions, developing critical listening skills and musical vocabulary.

2. Musical Activities

The second phase involves hands-on engagement with music through a range of activities tailored to the lesson's focus. This may include:

- Practicing rhythm and pitch using body percussion, voices, or instruments.
- Exploring improvisation and composition to encourage creativity.
- Developing technical skills with instruments or through singing.

These activities are carefully scaffolded to ensure all learners are included and challenged appropriately, fostering confidence and skill progression.

3. Perform

The lesson concludes with a performance element, where students have the opportunity to showcase their learning. This might involve singing a song, playing a piece on an instrument, or presenting a group composition. Performing regularly builds confidence and provides a sense of achievement, while also reinforcing key skills and concepts learned during the lesson. Constructive peer and teacher feedback helps students reflect on their progress and identify areas for improvement.

By consistently embedding this three-part structure in music lessons, we aim to provide students with a well-rounded, engaging, and enriching musical education that nurtures their creativity, collaboration, and appreciation for music.



- Glockenspiels as instruments that every child learns
- Lesson structure
- Opportunities for children to play their own instruments in lessons
- Informal assessment
- Active Listening

Music Impact Statement

The implementation of our structured three-part music lessons—**Listen and Appraise, Musical Activities, and Perform**—ensures that all students leave with a lasting appreciation and understanding of music, alongside skills that extend beyond the subject itself.

1. Listen and Appraise

Through exposure to diverse musical styles, students develop critical listening skills, cultural awareness, and an enriched vocabulary to express their thoughts about music. This phase fosters curiosity, broadens horizons, and deepens their understanding of how music reflects and shapes society.

2. Musical Activities

Engagement in practical musical activities equips students with foundational skills in rhythm, pitch, and dynamics. Hands-on experiences with instruments and voice nurture creativity and build technical proficiency, while collaborative tasks improve



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teamwork and communication. The emphasis on practice and experimentation helps students grow in confidence, resilience, and problem-solving as they refine their skills.

3. Perform

The performance component enhances self-confidence, poise, and the ability to communicate effectively. Students experience the joy of sharing music, developing a sense of accomplishment and pride in their efforts. Regular opportunities to perform also cultivate reflective practices, as students learn to accept constructive feedback and celebrate progress.

By integrating these three elements, our music curriculum creates well-rounded learners who appreciate the value of music as both an art form and a means of expression. Students leave with a toolkit of transferable skills, such as listening, collaboration, and creativity, that benefit them across the curriculum and in life beyond school. This approach ensures that music has a meaningful and lasting impact on their personal, academic, and social development.



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Suggested Structure of Music Lesson

KS1 lesson structure (template)
Musical warm up – bodies, instruments, voice
Musical elements
Listening
singing/playing/composing
Perform

KS2 lesson structure (template)
Musical warm up – bodies, instruments, voice
Musical elements and theory
Listen and appraise
singing/playing/composing
Perform

*set and remind children of expectations in music lessons. Use stop signal. Set expectations for use and care of instruments.



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KS1 Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	My Musical Heartbeat	Playing in an Orchestra	Exploring Sounds	Recognising different Sounds	Having Fun with Improvisation	Let's Perform Together
Cycle 2	Pulse, Rhythm and Pitch	Dance, Sing and Play!	Inventing a Musical Story	Learning to Listen	Exploring Improvisation	Our big Concert
Alternate units	Hey You! - MECLA	Name Song – MECLA	Zootime – MECLA	Big Bear Funk – MECLA	Your Imagination – MECLA	Friendship Song - MECLA



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KS2 Music – Charanga's English Model Music Curriculum Scheme

Y3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1/3	Y3 - Writing Down Music	Y4 - Exploring Feelings when you Play	Y3 – Compose Using Your Imagination	Y4 – Feelings through Music	Y3 – Enjoying improvisation	Y4 – The Show Must Go On
Cycle 2/4	Y4 – Musical Structures	Y3 – Playing in a Band	Y4 - Compose with your Friends	Y3 – More Musical Styles	Y4 – Expression and improvisation	Y3 – opening Night
Alternate units	Glockenspiels 1	*Performance focus – Christmas production	Yoyo and the Little Auk – RNSO *recommend!	It's OK (please just say) - song and video project		

Y5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1/3	Y5 - Melody and Harmony in Music	Y6 – Developing Ensemble Skills	Y5 – Composing and Chords	Y6 – Musical Styles Connect Us	Y5 – Freedom to Improvise	Y6 – Farewell Tour
Cycle 2/4	Y6 – Music and Technology	Y5 – Sing and Play in Different Styles	Y6 – Creative Composition	Y5 – Enjoying Musical Styles	Y6 – Improvising with Confidence	Y5 – Battle of the Bands!
Alternate units	Glockenspiels 2	*Performance focus – Christmas production	Once Upon a Tune – RNSO *recommend!		Plastic - song and video project	Samba



Knowledge and Skills Progression

Composition					
1	2	3	4	5	6
<p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about making up their own very simple tunes on the spot.</p> <p>Explore sounds and create their own melody.</p> <p>Begin to explore and create using graphic scores.</p> <p>Start and end on the note C.</p>	<p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about making up their own very simple tunes on the spot.</p> <p>Perform simple composition/s using two, three, four or five notes.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one.</p>	<p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>This could include:</p> <ul style="list-style-type: none"> ● Composing over a simple chord progression 	<p>Explore improvisation within a major scale.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>This could include:</p> <ul style="list-style-type: none"> ● Composing over a simple chord progression ● Composing over a simple groove 	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>Perform simple, chordal accompaniments.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p>	<p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality.</p> <p>Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale.</p> <p>Incorporate rhythmic</p>



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		<ul style="list-style-type: none"> ● Composing over a simple groove ● Composing over a drone. 	<ul style="list-style-type: none"> ● Composing over a drone. 		variety and interest. Enhance melodies with rhythmic or simple chordal accompaniment. Use music technology, if available, to capture, change and combine sounds.
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Listening					
1	2	3	4	5	6

Appraising					
1	2	3	4	5	6

Performance					
1	2	3	4	5	6