



CURRICULUM

Music



Content Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Term 2 - Christmas Singing (Show for parents) <i>Pitch YR/1/2</i> (BPM planning inc glockenspiels) <i>Handa's Surprise (rhythm) (BPM planning inc untuned percussion) -Each Year 2 class learns these units at different points in the school year (see separate document)</i>					
2	<i>Animal Rhythms YR/1/2</i> (BPM planning inc untuned percussion)	Christmas Singing (Performance for parents)	<i>Carnival of the animals</i> (Sing Up) x3 <i>Orawa (Sing Up) x3</i>		<i>Chronology (BPM planning)</i>	Singing for end of year show
3	<i>Music Chronology Y3/4</i> (BPM planning x 4 weeks) Sing Up- Sound symmetry (x3 weeks)	Christmas Singing (Carol Concert)			Ukuleles (WCET Bristol beacon) (x5)	Ukuleles (WCET Bristol beacon) (x5) Sing up day
4	Recorders (WCET Bristol beacon)	Recorders (WCET Bristol beacon) Christmas Singing (Carol Concert)		Water Y3/4 (BPM planning) Sea shanties		Sing up day
5	SingUp! - Why we sing x3 Singup! - Building a groove x3	Christmas Singing (Performance for parents)	Steel pans (WCET Bristol beacon)	Steel pans (WCET Bristol beacon)		Sing up day
6	SingUp - Hey, Mr Miller (6 weeks)	Christmas Singing (Performance for parents)	SingUp unit - You to me are everything (3 weeks) SingUp unit - Composing for Protest (3 weeks)		Sing Up unit - Dona nobis pacem (6 weeks)	Singing for end of year show Sing up day

Progression Overview

	Performing	Listening	Reviewing	Evaluating	Understanding Music (including Notation)
Reception	Sing familiar songs and explore instruments to make sounds.	Listen to different sounds and music, noticing what you like.	Say what you liked about a song or sound.	Show or talk about how music makes you feel.	Explore different sounds and how they are made.
Year 1	Sing and play instruments, keeping a steady beat and exploring different sounds.	Listen to music carefully and describe whether it is fast, slow, loud, or soft.	Talk about what you liked or didn't like in a piece of music.	Share whether you liked the music and explain why.	Understand how sounds can be changed (e.g., loud/quiet, fast/slow) and start exploring symbols to show sounds.
Year 2	Sing and play instruments with growing control, keeping in time with others.	Listen to music and identify changes in speed, volume, and pitch.	Share your thoughts on music and how it made you feel.	Evaluate your own and others' music, explaining what was good and what could be improved.	Recognize simple patterns in music and explore how symbols (notations) represent sound.
Year 3	Perform simple songs and rhythms in a group, keeping in time and in tune.	Listen for specific elements in music such as rhythm, pitch, and dynamics.	Give simple feedback on performances and describe what went well.	Start evaluating performances and music, suggesting improvements.	Learn the basics of music, like rhythm (beats) and pitch (high/low), and start reading simple music symbols.
Year 4	Perform in groups, following instructions on volume (dynamics) and speed (tempo).	Listen to a variety of music from different cultures and time periods, identifying patterns and changes.	Offer suggestions for improving performances and compositions, discussing what worked well.	Suggest ways to make a performance better, thinking about how it sounds and feels.	Understand how music is put together and use simple symbols to write down rhythms and tunes..
Year 5	Perform in groups or alone with increasing accuracy, fluency, control, and expression.	Listen to a wider range of music, identifying and describing how the music is structured.	Provide constructive feedback, using musical language (e.g., tempo, pitch) to review performances.	Evaluate your own and others' music-making, suggesting improvements based on how it uses speed, volume, and pitch.	Begin to read and use simple notation, understanding the basics of rhythm, pitch, and dynamics.
Year 6	Perform confidently in groups and solo, showing fluency, expression, and accuracy.	Listen attentively to a range of high-quality music, analyzing the use of musical elements and structure.	Review and refine performances and compositions, using detailed musical vocabulary	Evaluate performances and compositions, identifying what worked well and how the musical elements were used.	Learn how to use notation to record rhythms and melodies, understanding how to represent musical elements

Key Terms

Substantive Knowledge (what children KNOW)

Substantive knowledge is the subject knowledge and vocabulary used to learn about the content. Substantive knowledge in music is based on developing knowledge of the nine interrelated dimensions of music: Pulse; Rhythm; Pitch; Tempo; Dynamics; Timbre; Texture; Structure; Notation

- **Pulse** – The steady beat in music, like a heartbeat, that stays the same or changes in speed.
- **Rhythm** – A pattern of long and short sounds that fit with the pulse.
- **Pitch** – How high or low a sound is, helping to create melodies and harmonies.
- **Tempo** – The speed of the music, which can be fast, slow, or change within a piece.
- **Dynamics** – How loud or quiet the music is, adding expression and emotion.
- **Timbre** – The unique quality of a sound that makes instruments or voices sound different from each other.
- **Texture** – How different sounds are layered together, such as a solo voice or many instruments playing at once.
- **Structure** – How music is organised, including repeated sections and contrasting parts.
- **Notation** – The way music is written down using symbols, so it can be read and played.

This knowledge helps children to listen to, describe, perform, and create music with understanding.

Disciplinary Knowledge (what children DO)

Disciplinary knowledge in music is about how children think and act as musicians. It is the application of substantive knowledge through purposeful musical activity. Over time, pupils develop increasing control, fluency and independence in the core musical disciplines of:

- **Listening and appraising** – listening carefully and analytically to a wide range of music, identifying and describing the interrelated dimensions (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), and justifying opinions using appropriate vocabulary.
- **Performing** – singing and playing instruments with growing accuracy, expression and awareness of others, maintaining pulse and rhythm, and responding to direction and ensemble cues.
- **Composing and improvising** – creating, selecting and organising sounds to achieve a particular effect or intention, making deliberate decisions about musical elements.
- **Evaluating and refining** – reflecting on their own and others' work, suggesting improvements, and acting on feedback to develop musical outcomes.

Technical Knowledge

Technical knowledge is the practical skill needed to produce sound accurately and confidently, whether singing, playing instruments or using music technology. It includes:

- **Vocal skills** – singing clearly, in tune, with good posture and breath control.
- **Instrumental skills** – holding and playing instruments correctly, keeping a steady pulse and rhythm.
- **Rhythm and pitch accuracy** – keeping time and matching notes accurately.
- **Music technology** – using digital tools to create and record sounds safely and purposefully.
- **Notation** – reading and using simple musical symbols to support performance and composition.

As pupils progress, they gain greater control and confidence. Secure technique allows them to focus more on expression, creativity and performing together.

National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

EYFS

Linked ELG

Expressive Arts and Design

Music in the EYFS Framework falls within the Expressive Arts and Design area of learning. In addition, aspects within Communication and Language and Personal, Social and Emotional Development are linked as part of children being able to evaluate and improve their work. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

Being Imaginative and Expressive

- 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

<p>Examples of Music in an Enabling Environment</p>	<p>Performing Area</p> <ul style="list-style-type: none"> ● Creating their own songs, singing familiar songs, and improvising songs. ● Matching music to pictures/visual resources at tidy up time. ● Anticipating changes in music, eg when music is going to get faster, louder, slower through physical responses and playing instruments. ● Clapping, tapping or moving to the pulse of the music they are singing or listening to and rhythms to accompany words. ● Physically interpreting the sound of instruments and the actions of musicians, e.g. walking on tiptoes to the sound of a xylophone or pretending to play a trumpet. ● Choreographing their own dances or replicating favourite dances. ● Acting as a 'conductor'. ● Listening and responding to others in pair/group music making. ● Holding and playing instruments effectively and with control to play loud/quiet, (dynamics), fast/slow (tempo) and to produce a good musical sound <p>Art and Workshop Area</p> <ul style="list-style-type: none"> ● Creating visual representations of sounds, instruments and pieces of music, eg drawing or painting in response to music ● Making their own instruments from recycled, natural and found materials. <p>Books and Stories Area</p> <ul style="list-style-type: none"> ● Creating music based on a favourite story. Adding sound effects to favourite stories using musical instruments or through body percussion. ● Creating music based on a favourite story. ● Talking about genres of music and how they associate with characters and stories. ● Singing favourite nursery rhymes. <p>Imaginative and Role-Play</p> <ul style="list-style-type: none"> ● Singing in their role-play, eg singing phrases such as "dinner's ready" or "let's go" or singing songs whilst in role e.g. singing a lullaby whilst rocking a baby doll. <p>Outdoor Learning</p> <ul style="list-style-type: none"> ● Many of the experiences offered indoors are also possible outdoors. Outdoors children have more freedom to be loud and to experiment with noise. ● Children will experiment with the music they can create with homemade musical instruments. ● Singing and dancing whilst playing
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Development Plan Summary

Intent

At Southville Primary school, we aspire to be musicians. Our music curriculum will develop our children's understanding and enjoyment of music, and help them find their musical voice. We will enable them to respond critically to the music they hear and to explore different ways of making music themselves. We will help them build the foundations for a lifelong appreciation of, and participation in, the joy and power of making music. We will do this by:

- Singing regularly with our children.
- Teaching them to play a variety of instruments, including glockenspiel, ukulele, recorder and a windband instrument.
- Developing their skills in composing their own music and collaborating with others creatively.
- Introducing them to musical notation and technical vocabulary as part of their musical toolkit.
- Building their confidence and skills in performing to others, through a number of events such as winter productions, choir performances, recitals and end of year shows.
- Providing opportunities to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Experiencing performances by a broad range of musicians, including local artists and the children's own peers, as well as the works of great composers and musicians.

Implementation: What do we teach?

Children receive music instruction year-round. For three terms, we have carefully chosen comprehensive units from Sing Up Music and Bristol Beacon, our local music hub. Sing Up Music units support a creative and active musical approach to lessons, connecting singing and playing, composing and improvising, listening and appraising. The Bristol Beacon Primary Music Curriculum is designed with non-specialist music teachers in mind and offers high-quality planning and resources to enhance children's singing, performing, composing, and listening skills. During these units, individual lessons last for at least 45-minutes and occur during the class teacher's planning, preparation, and assessment time (PPA).

Children also have the opportunity to learn instruments through whole-class ensemble tuition (WCET) provided by Bristol Beacon. These sessions provide a 'jumping off' point for all children to dive into instrumental learning. In Year 3, students learn the ukulele; in Year 4, the recorder; and in Year 5, the steel pans. Bristol Beacon provides the instruments, ensuring they are well-maintained and in proper working condition. The units are delivered in 10-week blocks, culminating in performances for their own class, other year groups or parents.

During terms where Sing Up Music and Bristol Beacon units are not used, children continue their musical learning. Teachers use 'Musical Moments' cards which provide short, focused bursts of musical learning that are engaging and accessible. These cards can help spark curiosity, develop listening skills and broaden musical knowledge. Children also take part in high quality regular singing assemblies in their key stages which last around 25 minutes. They are taught a wide range of songs from different genres and with a range of meanings. The musical language in these assemblies aligns with the curriculum to reinforce the knowledge and skills being developed.

Our curriculum aligns with the Model Music curriculum, ensuring a comprehensive range of musical skills are taught. It is designed to show clear progression each year, helping children develop skills in composing, improvising, appraising, notating, and singing in parts. We ensure that the interrelated dimensions of music, such as pitch and dynamics, are integrated into all lessons, providing children with a working knowledge of these elements for composing and singing.

Extra-curricular music

In Key Stage 2, children can learn instruments such as electric guitar, acoustic guitar, cello, keyboard, violin, drums, flute, and saxophone in either individual or group sessions. Tuition is organised and booked through Bristol Beacon, with lessons conducted in our designated music room located at our Myrtle site. Pupils entitled to Pupil Premium are eligible for free music lessons. For additional ensemble opportunities, we guide our younger musicians to Bristol Beacon ensembles, which cater to all ability levels. Children in KS2 can also join the school choir, which performs at various events. Choir practice, including vocal warm-ups and song rehearsals, takes place after school on Mondays and is organised by the school's designated music lead, Miss Munnings.

Musical experiences

Children have numerous performance opportunities throughout their time at the school. Each year group participates in a winter carol service attended by parents and families. Year 1 creates its own winter show, Years 3 and 4 perform at the local church, St. Paul's and Years 5 and 6 perform to parents in the school playground. Year 2 and Year 6 students rehearse and perform end-of-year shows for parents. We also participate in the Sing Up event linked to Bristol Pride, celebrating inclusivity and equity with a diverse range of songs. Singing assemblies provide additional performance opportunities, allowing year groups to share songs or instruments they have been mastering. Individual students learning instruments also showcase their progress at the start of Key Stage assemblies. We value celebrating learning and sharing talents. In Term 2, all children attend a winter show at a local theatre, experiencing high-quality acting and singing. Throughout the year, we benefit from live-streamed performances by orchestras such as the BSO, supported by our music hub.