ST MARY'S R. C. PRIMARY
MUSIC SUBJECT OVERVIEW 2026-2027

Our Whole-School Curriculum Intent

Our curriculum will:

- Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
- Provide knowledge in all subjects that builds sequentially through their time at St. Mary's
- Reflect the need and be specific to our local area and community
- Develop transferrable skills through their growing knowledge of the curriculum
- Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
- Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
- Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
- Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In Music, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary's.

Implementation

We have Implemented Rochdale Music Service's own scheme of work (as of 2024) which uses various genre's of music & sometimes delves into using songs from Charanga. EYFS use their own framework, adhering to the Early Learning Goals. Music comes under Expressive Arts & Design – being imaginative and expressive **and is taught explicitly as well as implicitly** through use of the Continuous Provision, the outdoor stage, opportunities for children to use untuned percussion, nursery rhymes and Stage 1 Phonics sounds in Nursery, including songs, rhymes and moving in time to music as well as body percussion.

For elements of the history of music, we use the BBC Ten Pieces as well as Musician of the Month work within KS2, incorporating popular musicians, legends of rock, pop and soul as well as composers such as Beethoven, Mozart and John Williams.

Teaching Music:
EYFS – Mr Doherty, Rochdale Music Service, 30-45 mins a week
Y1 – Mr Doherty, Rochdale Music Service, 30-45 mins a week as part of some staff's PPA – other staff will be in class when the lesson is going on.
Y2-6 – Mr Doherty, Rochdale Music Service, 30-45 mins a week as part of some staff's PPA – other staff will be in class when the lesson is going on

Year Group / Term EYFS	Autumn	Spring	Summer
EYFS Nursery access similar activities and lessons to Reception but at a lower level Children also have access to an outdoor stage and classroom instruments for continuous provision.	Nursery core texts linked to expressive arts: - Nursery rhymes – new one each week nursery rhyme board daily – the children choose Nursery – phase 1 phonics, rhythm, rhyme, syllables, dynamics The Sound Collector book, looking at sounds in the environment. Entry Level Musical Skills (Beat, Rhythm, Timing etc). Nativity Learning to perform on stage, singing with others, using dynamics at appropriate times. Using classroom percussion instruments to tap out a simple rhythm Nursery – phase 1 phonics, rhythm, rhyme, syllables, dynamics Performance Skills	Nursery core texts linked to expressive arts: - Fairytales We're going on a Bear Hunt Nursery – phase 1 phonics, rhythm, rhyme, syllables, dynamics Instrumental Focus (Correct playing techniques, rhythms, beat) Nursery core texts linked to expressive arts: Read aloud rhymes (See English LTP) Nursery – phase 1 phonics, rhythm, rhyme, syllables, dynamics Singing focus (Singing skills, pitch, timing, phrasing)	Nursery: Sounds made by animals Movements that animals make Poetry – rhyme and rhythm Nursery – phase 1 phonics, rhythm, rhyme, syllables, dynamics Instrumental Focus 2 (Extending learnt skills from previous instrumental focus) EYFS core texts linked to expressive arts: Shark in the park – rhymning words focus Nursery – phase 1 phonics, rhythm, rhyme, syllables, dynamics Recap of learnt skills and fun with music

EYFS Endpoints – Expressive Arts	Music comes under **Expressive Arts and Design** in EYFS which has 2 strands: **1. Creating with Materials** and **2. Being Imaginative and Expressive** – this is the one music comes under. For children to achieve in 'Being Imaginative and Expressive' by the end of Reception, they should be able to: • 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.** Children in EYFS get plenty of opportunities to achieve the above through singing nursery rhymes daily, topic songs, mathematical songs, poems read daily and moving to the beat of the music with their body movements e.g. clap/stamp to the beat etc. They also have daily use of the instruments during continuous provision, which are regularly used, as well as the outdoor performance stage.
Other opportunities for music in EYFS: Continuous provision – access to musical instruments; stage area is used regularly by pupils to perform to peers songs and music	

Year 1			
Term & Topic	Autumn Carnival of the Animals Black History Month/ Remembrance Day/Whole School Christmas Concert	Spring Pop music and body percussion British Music	Summer Disney Music Recap and celebrate
Overview	This music project aims to introduce 6-year-olds to classical music and the concept of musical imagery through Camille Saint-Saëns' *The Carnival of the Animals*. Students will listen to various movements from the suite, identifying the	The six-week music project is designed for 5-6 year-olds to explore pop music and learn how they can use their bodies in music with body percussion. The project will consist of six lessons with each lesson focused on developing the learner's ability with rhythm and how we can develop our ability to create rhythms. Each lesson will explore songs	Over the course of six weeks, year 1 students will embark on an exciting musical adventure through the "Under the Sea" project, inspired by the enchanting Disney song from "The Little Mermaid". Through engaging activities, students will explore the wonders of the ocean, develop their musical skills, and unleash their creativity. This immersive journey will not only deepen their

	animals depicted and discussing how different instruments and musical elements represent these animals. They will engage in movement activities, creating actions that correspond to the music, helping them to physically interpret the sounds they hear. Simple musical activities will involve using percussion instruments to mimic animal sounds and forming a "classroom orchestra" where students can play along with selected pieces from the suite. The project will conclude with a small class performance where students highlight their understanding and creativity by sharing their dances and musical interpretations of the animals from the suite. This unit will be divided in to two main areas of study. The first unit will run over weeks 1 and 2 with the remaining unit running between week 3 and week 8's whole school Christmas concert. The first unit aims to introduce the students to new words that we use in music. These words are –rhythm, pitch and beat. The children will develop an understanding of these words by	within this great genre, its characteristics and its history. Students will develop rhythm reading using the drinks method, tea – crotchets, coffee – 2 quavers, coca cola – 4 semiquavers and by playing simple rhythms before creating their own. In this 5-week project, year 1 children will embark on an exciting journey through British music, centred on the song "Yellow Submarine" by The Beatles. Each week, they will explore different facets of the song, its origins, and its cultural impact. Through listening exercises, discussions, creative projects, and interactive activities, children will develop a deeper appreciation for British musical heritage. By the end of the project, children will have not only gained a comprehensive understanding of "Yellow Submarine" but also a broader appreciation for the vibrant world of British music.	understanding of Disney music but also foster a love for storytelling through music. During this project, the year 1 students will prepare for a end of year concert and recall previous information regarding their learning over year 1. The concert will be a end of year celebration which culminate the cohorts learning and prepare for the next year group. This plan is subjective and will need adapting by the class music tutor. This will create freedom for the tutor and the plan can be adapted so that it can utilise available resources.

	dissecting the Alphabet song and She'll Be Coming Round The Mountain and studying bonfire night. The second unit will see the students develop a song to perform in the schools Christmas concert. As a further task, the students can use the song they have learnt and add in other songs to form a medley of songs, this will be another word to add to their vocabulary. Week 3 onwards on weekly plan is a suggestion of what could be performed; tutor can use creative freedom with this to adapt and create in their own way and what benefits and fits their school.		
Main learning outcomes	• Beat, tempo, dynamics and pitch • Storytelling • Composition through vocal chants and stories • Creating actions to enhance the music we listen to The main learning outcome for these units will be to arm the students with a higher level of knowledge of musical words whilst	• Introduction to different music genres and their characteristics • Developing a sense of rhythm • Listening skills and ability to recognize different musical instruments • Beginning to create our own music through rhythm • Introduction to diverse genres of British music.	• Introduction to and understanding of Disney music, focusing on "Under the Sea" from "The Little Mermaid". • Developing singing skills through learning and performing the song. • Cultivating interpretation and creativity skills through creating actions and movements that reflect the lyrics and theme of the song. • Fostering collaboration and teamwork through group activities and performances. • Exploring melody and performance skills through singing and instrument play.

	preparing them for a performance including the practicing and preparation needed for such a concert. The concert will give the children valuable experience of performing that we can reflect on for future opportunities.	• Understanding the historical and cultural significance of British music. • Exploring key musical concepts such as melody, rhythm, and harmony. • Developing listening skills through active engagement with music samples. • Practicing performance skills including singing, playing instruments, and stage presence. • Fostering confidence and self-expression through participation in a final performance showcasing the songs learned throughout the project.	• Enhancing memory and coordination skills through memorizing lyrics and coordinating movements with music. • Reviewing and celebrating achievements in a final performance • Class will recall previously learnt material as a recall exercise • Class will recall all of the Key Technical Vocabulary Learnt over the school year • Class will perform in the whole school celebration concert
Key Technical vocabulary	Beat, pulse, tempo, dynamics, rhythm, imagination, composing, improvising, call and response Pulse, rhythm, pitch, chorus, verse, compose, melody, guitar, sleigh bells, drums, perform, repeat, carolling, medley	Pulse, rhythm, pitch, chorus, verse, compose, melody, genre, style, group, band, percussion, harmony, untuned percussion, British music, rhythm, beat, percussion, glockenspiel, melody, harmony, notation, ensemble, composition, performance, reflection	Imaginative music, interpretation, creativity, song actions, un-tuned instruments, tuned instruments, rhythms, mood, collaboration, melodies, performance, accompaniment, coordination, reflection, evaluation, confidence, celebration. Pulse, rhythm, pitch, tempo, dynamics, body percussion, style, band, chorus, genre, percussion, ensemble, glockenspiel, performance, imaginative music, song actions, un-tuned instruments, tuned instruments, mood
Singing Focus	• Warm up songs	• Can't stop the feeling	• Under the Sea from the Little Mermaid • Warm up exercises and games

	• Using voice to mimic animals • Kookaburra • This Little Light Of Mine • Che Che Koolay • The Alphabet song • She'll be coming round the mountain • Grab a plastic reindeer (Sparkyard) • Rudolph the Red-Nosed Reindeer • Jingle Bells • We Wish You a Merry Christmas	• Adapting song to various different genres • Keeping place in the music, remembering how many to sing lyrics • Yellow Submarine by the Beatles • Creating actions to the songs we learn to sing • Singing at the correct pitch, projecting our voices in the correct way	
Listening Focus	• Discovering new and interesting instruments that represent the different animals in the Carnival of the Animals suite • The Alphabet song • She'll be coming round the mountain • Grab a plastic reindeer (Sparkyard)	• Cant stop the feeling (Justin Timberlake) • Dancing Queen (Abba) • Happy (Pharell Williams) • Count on Me (Bruno Mars) • Roar (Katy Perry) • What makes you beautiful (One Direction) Valentines Learning about a new style of music called Bossa Nova using the following songs -	• Under the Sea – Little Mermaid (1989) • "When You Wish Upon a Star" - "Pinocchio" (1940) • "Supercalifragilisticexpialidocious" - "Mary Poppins" (1964) • A Whole New World" - "Aladdin" (1992) • "Let It Go" - "Frozen" (2013) • "How Far I'll Go" - "Moana" (2016)

	• Rudolph the Red-Nosed Reindeer • Jingle Bells • Santa Claus in Coming to Town • We Wish You a Merry Christmas	• Yellow Submarine • Greensleeves (Traditional English folk song) • The Lark Ascending by Ralph Vaughan Williams • Waterloo Sunset by The Kinks • Shotgun by George Ezra	
Composing Focus	• Using voice to create sounds, mimic animals and sing (sometimes improvised) • Using instruments to be used with the Carnival of the Animals suite • Develop ways of remembering forms of graphic of notation to aid recall of performance directions • Creating music to accompany bonfire night theme	• Development of rhythm reading and then creating their own • Using composed rhythms and expanding them further with choices of contrasting dynamics and tempos • Create different rhythms using un-tuned percussion • Adapt rhythms to play with our song Yellow Submarine • Create movement and different ways to keep the pulse with the music we listen to	• Adapting learnt melodies to create new melodies that we prefer • Creating actions to enhance the words we sing • Using dynamics and placing them where we feel appropriate
Performing and Musicianship focus	• Maintain beat/pulse • Develop ability with Un-Tuned percussion • Begin to understand rhythm and what it means	• Performing for our class in solo and ensemble contexts • Developing musicianship through learning about different genres and their key qualities	• Use of dynamics where necessary and appropriate • Clap to the pulse as we listen to the weekly songs • Use tuned and un-tuned percussion instruments in the project song to enhance our musicianship

	• Begin to understand pitch and what it means • Begin to understand dynamics and what they mean Develop ability to sing • Learning songs quickly and singing or performing them to a good standard • Preparing for and participating in a whole school Christmas Concert • Learning new musical words and their meanings (Rhythm, pitch melody, pulse)	• Beginning to create our own simple rhythms and developing them further using dynamics and tempo • Singing new songs independently • Create rhythms using un-tuned percussion such as tambourines and maracas • Develop rhythms using dynamic changes where appropriate • Beginning to represent musical notes to the rhythms that we play • Playing beginner melodies on glockenspiels • Call and response exercises to create simple melodies on both the un-tuned percussion and glockenspiels • Practicing our music for the end of project performance	• Create and add actions to enhance the music we learn • Perform in different ways (Sing, perform actions, play different types of instruments) • Learning about where different Disney music comes from and the culture behind them

Other opportunities for music in Y1: Continuous provision – access to musical instruments; CP is in development. Choral speaking / performance of fairytale,– listened to decade of music (2000s)

Year 1 Endpoints

Sing	Play	Listen	Compose
1. To begin to use their voices to speak/ sing / chant 2. To join in with singing 3. To recognise phrases in a song 4. To look at their audience when performing	1. To clap short rhythmic patterns 2. To use instruments to perform (> 2 notes) 3. Play the rhythm of a song 4. Explore tempo, dynamics and pitch	1. To respond to different moods in music 2. To say how a piece of music makes them feel 3. To say whether they like or dislike a piece of music	1. To take turns when playing with a partner 2. To make different sounds with instruments 3. To identify changes in sounds 4. To change the sound

5. To develop how they use their voices to s/s/c 6. To make different sounds with their voice	5. To maintain a beat / pulse	4. To choose sounds to represent different things 5. To recognise repeated patterns 6. To start to follow instructions about when to play or sing 7. To recognise change in dynamics and tempo To move with the pulse of a piece of music	5. To repeat (short rhythmic and melodic) patterns 6. To make a sequence of sounds using less than 5 notes.

Year 2			
Term & Topic	Autumn Rock Music Black History Month/ Remembrance Day/Whole School Christmas Concert	Spring Classical composers Australian Music	Summer Game Music Recap and celebrate
Overview	This project aims to introduce students to the rock genre and enhance their glockenspiel skills, while also developing their rhythmic skills and musical creativity. They will learn how to sing the song, use glockenspiels as well as learning about other rock-based instruments such as drums, guitars and other percussion instruments. We will listen to examples of classic rock	This six-week project for Year 2 students focuses on exploring classical music through the lives and works of famous composers across different historical periods. Students will delve into periods in music such as Baroque, Classical, and Romantic eras, learning about composers such as Bach, Mozart, Beethoven, Tchaikovsky, and others. They will discover how each era shaped the development of classical music, exploring	The Game Music Adventure is an engaging project designed to introduce Year 2 students to the world of music through the colourful and exciting medium of Game Music. Throughout the project, students will explore fundamental musical concepts, develop their skills in playing melodies and chords, and experience the joy of making music together as an ensemble. The project will focus on the Mario theme song.

	songs and discuss the defining characteristics of the genre (e.g. strong beats, electric guitars, energetic vocals). We will also develop the abilities of the children to create their own music with rhythm notation, which will help them to create rhythms for themselves and play them on un-tuned percussion instruments. The students will also learn a song as a singing focus as they embark on develop during their key stage 1 journey, the song will be associated with classical composers which will show another aspect of how classical music has influenced and remains appropriate for today, the song chosen is the traditional Welsh folk song the Ash Grove. This is because the song has been arranged and performed widely by classical composers such as Benjamin Britten, it is also a nice easy song to be the singing focus - The Ash Grove - Rehearsal Track (youtube.com) Throughout the project, students will actively explore classical music's diversity and richness, fostering a lifelong appreciation for its cultural heritage and artistic value. This unit will be divided in to two main areas of study. The first unit will run	themes of emotion, structure, and cultural influence. Through listening activities, creative projects, and discussions, students will gain a deeper appreciation for classical music's significance in history and its impact on artistic expression and cultural identity. In this 5-lesson project, year 2 will be introduced to the vibrant world of Australian music. They will learn about traditional instruments, sing songs from Australia, and even create their own musical pieces inspired by the unique wildlife. The project will culminate in a performance, fostering creativity and cultural appreciation. The class will learn about Australian staples such as wildlife, Australian animals, the culture and continent and traditional Australian instruments. By focusing on "Waltzing Matilda," children can not only learn about music but also delve into Australian culture, history, and storytelling traditions. Additionally, it provides a versatile platform for incorporating movement, rhythm, and creative expression throughout the project.	During this project, the year 2 students will prepare for a end of year concert and recall previous information regarding their learning over year 2. The concert will be a end of year celebration which culminate the cohorts learning and prepare for the next year group. This plan is subjective and will need adapting by the class music tutor. This will create freedom for the tutor and the plan can be adapted so that it can utilise available resources.

	over weeks 1 and 2 with the remaining unit running from week 3 and accumulate in week 8's whole school Christmas concert. The first unit aims to develop the students' knowledge of two important elements of music, dynamics and tempo. By learning two songs (Frere Jacque and The Instruments of the Orchestra Song) the students will develop understanding of these two words whilst developing their singing and their knowledge of the orchestra. The second unit will be a development of a Christmas song to perform at the school's annual Christmas concert. **Week 3 onwards on weekly plan is a suggestion of what could be performed; tutor can use creative freedom with this to adapt and create in their own way and what benefits and fits their school.**		
Main learning outcomes	• Learn how to read basic rhythms • Learn how to use our voices in more unconventional ways such as in rock music • Learn how to play our instruments in time and accurately with the music we listen to • Expand our musical history knowledge by learning about rock	• Explore the characteristics and defining features of Baroque, Classical, and Romantic music. • Understand the contributions of key composers such as Bach, Mozart, Beethoven, and Tchaikovsky to classical music. • Identify and discuss how music from different eras reflects historical and cultural contexts, including singing.	• Introduction to Game Music: Students will learn about Game Music and how it can enhance the games that the students may play • Basic Music Concepts: Students will be introduced to fundamental music concepts such as melody, rhythm, pulse, and harmony. • Ensemble Playing: Students will learn to play together as an ensemble,

	music and its importance in the history of modern music The main learning outcome will be to grant the children to experience of performing in front of their whole school. They will also participate in an organised and practiced performance. They will do this whilst developing their ability to use their voice to both rap and sing as well as learning important musical words.	• Engage in listening exercises to recognize and appreciate various musical styles and compositions. • Participate in creative activities that connect music to visual arts and storytelling, enhancing understanding and expression. • Introduction to Australia and its culture. • Identification and exploration of traditional Australian instruments. • Participation in singing traditional Australian songs with simple movements. • Creativity in crafting and performing Australian animal songs. • Basic understanding of rhythm, melody, and musical expression. • Culmination with a performance to showcase learned skills.	coordinating their playing with others to create cohesive musical performances. • Rehearsal and Performance: Through rehearsal and practice, students will refine their performances and prepare to showcase their musical skills in a final performance. • Class will recall previously learnt material as a recall exercise • Class will recall all of the Key Technical Vocabulary Learnt over the school year • Class will perform in the whole school celebration concert
Key Technical vocabulary	Keyboard, bass, electric guitar, rock, pulse, rhythm, pitch, perform, audience, melody, improvise, compose, dynamics, tempo, solo, structure Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch,	Composer, symphony, orchestra, baroque, classical, romantic, emotion, structure, cultural context, artistic expression, historical influence, dynamics, melody, rhythm, ostinato Rhythm, beat, percussion, glockenspiel, melody, harmony, notation, ensemble, composition, performance, reflection	Melody, rhythm, pulse, ensemble, harmony, rehearsal, performance, accompaniment, coordination, music exploration, musical creativity, musical expression, game music Composer, Ostinato, Structure, Dynamics, Orchestra, Solo, Rhythm, Compose, Melody, Composition, Glockenspiel, Ensemble

	perform, audience, rap, improvise, dynamics, tempo, carolling,		
Singing Focus	• We Will Rock You – Queen • Listen (Charanga song) • The Orchestra Song (Charanga song) • Grab a Plastic Reindeer (Sparkyard) • Ho Ho Ho (Charanga Song)	• Singing as a group • Singing in parts • Singing independently • Singing whilst performing actions • Round singing • Waltzing Matilda • Creating actions to the songs we learn to sing • Singing at the correct pitch, projecting our voices in the correct way	• Using a simple singing game, split the song into a circle or small sections and ask the children to sing the lines by themselves (Names, favourite food, favourite dessert) • Improvise with the singing by changing the tempo, dynamics, rhythm (explain words) • Call and response work on the lines to the song by splitting the students into two halves
Listening Focus	• We Will Rock You (Queen) • Smoke on the Water (Deep Purple) • I Cant Get No (Satisfaction) (Rolling Stones) • Eye of the Tiger (Survivor) • Johnny B Good (Chuck Berry) • I Don't Wanna Miss A Thing (Aerosmith) Valentines • Listen (Charanga song) • The Orchestra Song (Charanga song)	• Medieval Period: "Sumer Is Icumen In" • Renaissance Period: "Ave Maria" by Josquin des Prez • Baroque Period: "Air" from Orchestral Suite No. 3 in D Major by Johann Sebastian Bach • Classical Period: "Eine kleine Nachtmusik" by Wolfgang Amadeus Mozart • Romantic Period: "Symphony No. 5" (First Movement) by Ludwig van Beethoven • Romantic Period: "Dance of the Sugar Plum Fairy" by Pyotr Ilyich Tchaikovsky	• Listening to various different game music theme songs (Mario, Zelda, Pokémon, Sonic the Hedgehog, Tetris etc)

	• Grab a Plastic Reindeer (Sparkyard) Ho Ho Ho (Charanga Song)	• Modern Period: "The Rite of Spring" by Igor Stravinsky • Waltzing Matilda – Australian Anthem and Focus • Examples of Australian Instruments • Kookaburra Sits in the Old Gum Tree – Nursery Rhyme • Down Under – Men at Work (Live) • Advance Australian Fair – Australian National Anthem	
Composing Focus	• Beginning to recognise simple rhythmic patterns using Charanga rhythm, grid • Begin to realise that short notes and long notes can be used to create rhythms • Creating own simple short rhythms using short and long notes • Playing these on a variety of untuned instruments and using knowledge to assess what fits Composition will not be exercised as such in the unit but the students will be given the opportunity in class to develop and be inspired by the music we listen to and play,	• Improvisation using 3 notes (C,D,E) • Composing simple melodies using C, D, E • Learning to relate their own compositions to the music it will be played with • Learn through clapping simple patterns and rhythm's before playing them with our instruments, this can also be performed through use of untuned percussion • Create simple improvised rhythms using the voice in a call and response style format which will be called a musical conversation • Create different rhythms using un-tuned percussion • Adapt rhythms to play with our project song	• Encourage creativity during singing warm up

	the aim of this unit is to prepare the children for a whole school performance	• Create movement and different ways to keep the pulse with the music we listen to	
Performing and Musicianship focus	• Performing as a group • Developing our singing to suite rock style when we perform • Performing own rhythmic patterns for the class • Developing ability with our instruments to perform the project song, playing more complex melodies and keeping time and place in the music Exercises with the music that will help the students keep the pulse in the music • Learning songs quickly and singing or performing them to a good standard • Preparing for and participating in a whole school Christmas Concert • Learning new musical words and their meanings (Dynamics and Tempo) Learning about the historical meaning of certain Christmas songs	• Identifying low and high pitch • Identify tempo changes during listening exercises • Using glockenspiels musically with a greater understanding of tempo to become more accomplished musicians • Performing as a group Developing rhythm work to recognize stick notation • Create rhythms using un-tuned percussion such as tambourines and maracas • Develop rhythms using dynamic changes where appropriate • Beginning to represent musical notes to the rhythms that we play • Playing beginner melodies on glockenspiels • Call and response exercises to create simple melodies on both the un-tuned percussion and glockenspiels Practicing our music for the end of project performance	• Use listening exercises to clap to the beat, • Using a simple singing game, split the song into small sections and ask the children to sing the lines by themselves (Names, favourite food, favourite dessert) • Ask students to create own rhythms to their choice of word with singing Beginning to play music with multiple parts
Other opportunities for music in Y2 : Music through maths, Musician of the Month work, Hymn practice			
Year 2 Endpoints			

Sing	Play	Listen	Compose
1. To increase ability to sing and follow the melody (tune) 2. To develop singing accurately at a given pitch 3. To sing/ clap a pulse increasing or decreasing tempo 4. To sing in parts 5. Improvise with the singing by changing the tempo, dynamics, rhythm	1. To develop performing simple patterns and accompaniments keeping a steady pulse 2. To perform with others 3. To play simple rhythmic patterns on an instrument. 4. **To identify low and high pitch** 5. **To identify tempo changes during listening exercises** 6. To develop rhythm work to recognise stick notation 7. To perform own rhythmic patterns for the class 8. To play music with multiple parts 9. To represent musical notes to the rhythms that we play	1. To respond to different moods in music 2. To say how a piece of music makes them feel 3. To say whether they like or dislike a piece of music 4. To choose sounds to represent different things 5. To recognise repeated patterns 6. To start to follow instructions about when to play or sing 7. To recognise change in dynamics and tempo 8. To move with the pulse of a piece of music 9. To use listening exercises to clap to the beat, 10. To create their own rhythms to their choice of word with singing	1. **To improvise using 3 notes (C,D,E)** 2. **To compose simple melodies using C, D, E** To order sounds to create a beginning, middle and end 3. To create music in response to different starting points 4. To choose sounds which create an effect 5. To create our own simple short rhythms using short and long notes and playing these on a variety of untuned instruments, using knowledge to assess what fits

Year 3			
Term & Topic	Autumn The planets Black History month / Remembrance day / Whole School Christmas Concert	Spring Reggae Asian Music	Summer Renaissance and Baroque Recap and celebrate
Overview	This music project for Year 3 students centres on Gustav Holst's "The Planets," engaging them through listening, discussion, creative interpretation, performance, and composition. Students will explore the astrological and mythological themes of the suite, identify musical elements such as dynamics, tempo, and instrumentation, and express their understanding through performance and musical composition. They will have the opportunity to create their own short musical pieces inspired by the characteristics of each planet, as well as interpret the music through movement and group performances. By connecting music with imagery and emotions, this project aims to foster a deeper appreciation for classical music and develop students' creativity and musical skills. This unit will be divided into three main areas of study. The first unit will be on week one, the second unit will be on week two and the third and main unit will be	In this six-week project, Year 3 students will learn how to play "Three Little Birds" by Bob Marley on the ukulele. They will develop their skills in chord progressions, strumming patterns, and improvisation while learning a popular and fun song which most of the students will already know. The project will culminate in a performance where the students can display their skills. They will also learn about Reggae music, its key characteristics and defining qualities. By the end of the six weeks, students should have a solid understanding of the song "Three Little Birds," as well as foundational ukulele skills such as chord progressions, strumming patterns, and improvisation. They should also gain confidence in performing in front of others and reflecting on their learning and progress. This music project for year 3 learners delves into the diverse sounds of Asian music. Beginning with an introduction to Asian musical traditions, participants will focus on the Japanese folk song "Sakura Sakura." They will learn about traditional Asian instruments,	In this six-lesson project, year 3 students will be introduced to the rich musical traditions of the Renaissance and Baroque periods, focusing on key compositions and prominent figures of the era. Through engaging activities and discussions, students will delve into the historical context, distinctive characteristics, and lasting influence of Renaissance and Baroque music. During this project, the year 3 students will prepare for a end of year concert and recall previous information regarding their learning over year 3. The concert will be a end of year celebration which culminate the cohorts learning and prepare for the next year group. This plan is subjective and will need adapting by the class music tutor. This will create freedom for the tutor and the plan can be adapted so that it can utilise available resources.

	from week 3 and accumulate in week 8's whole school Christmas concert. The first unit aims to educate the students on Black History Month (BHM) and promotion can help aid concerts and performances. The second unit will be a collaboration between key stage 2 for Remembrance Day and how music can be related to all aspects of life. The third unit will be a development of a Christmas song to perform at the school's annual Christmas concert. It will also include listening exercises where the students will learn about the historical context of two famous Christmas songs. Improvisation can also be linked to the third project as an extension of the work if time allows. Week 3 onwards on weekly plan is a suggestion of what could be performed; tutor can use creative freedom with this to adapt and create in their own way and what benefits and fits their school. Suggested songs available in RMS curriculum folder, along with chord sheets and videos or YouTube Links	including the shamisen, sitar, guzheng, and gamelan. Through listening activities and discussions, children will grasp the melodies, rhythms, and cultural significance of these instruments. The project will emphasize active listening skills and foster an appreciation for the rich musical heritage of Asia	

Main learning outcomes	• Enhance understanding Musical Elements • Exploring Astrological and Mythological Themes • Develop active listening skills • Develop interpretations of the music through movement, dance, and dramatization, connecting emotions and narratives with musical elements. • Create short musical pieces inspired by the characteristics of each planet. • Collaborate in groups to perform pieces inspired by "The Planets," enhancing teamwork and presentation skills. • Reflect on how music can represent different ideas and emotions, and discuss personal responses to the music. • Foster a deeper appreciation for classical music through immersive and interactive activities. The main learning outcome will be to grant the children to experience of	• Develop skills in playing ukulele chords (C, F, G) • Practice strumming patterns for the song • Learn to sing and play the song together • Develop improvisation skills through experimenting with different chord progressions and strumming patterns • Gain confidence in performing in front of others • Reflect on their learning and progress throughout the project • Introduction to diverse musical traditions of Asia. • Understanding of key elements of Asian music, such as melody, rhythm, and instruments. • Familiarization with traditional Asian instruments, including their sounds and cultural significance. • Development of active listening skills and appreciation for diverse musical styles. Exploration of cultural diversity through music	• Understand the historical context and characteristics of Renaissance and Baroque music • Identify key composers and musicians of the Renaissance and Baroque periods • Analyse elements of selected compositions, including melody, harmony, and instrumentation • Appreciate the cultural and artistic impact of Renaissance and Baroque music • Develop critical thinking skills by exploring the themes and emotions conveyed in musical works • Class will recall previously learnt material as a recall exercise • Class will recall all of the Key Technical Vocabulary Learnt over the school year • Class will perform in the whole school celebration concert

	performing in front of their whole school. They will also participate in an organised and practiced performance. They will do this whilst developing their ability to use their voice to both rap and sing as well as learning important musical words.		
Key Technical vocabulary	Composer, orchestral suite, movement, dynamics, tempo, instrumentation, melody, harmony, rhythm, theme, composition, performance, ensemble, interpretation Celebration, respect, improvisation, concert, performance, traditional Christmas songs, instruments, maracas, castanets, glockenspiels,	Chords, strumming, tempo, strumming pattern, rhythm, timing, melody, harmony, improvisation, variation, creativity, performance, confidence, stage presence, major, minor. Glockenspiel, beater, notation, pitches, tempo, crotchets, minim, rests, melody, rhythm, Asian music, instrument	Tempo, rhythm, melody, harmony, beat, instrumentation, dynamics, renaissance, baroque, dance, notation composition Orchestral Suite, Interpretation, Theme, Instrumentation, Composition, Reggae, Beat or Pulse, Syncopation, Creativity, Minim, Notation, Crotchet, Melody, Renaissance Music, Dynamics, Baroque Music
Singing Focus	• Singing as a group • Singing in parts • Using voice in different ways • We Will Remember (Sparkyard) • Christmas Song – Santa Claus Is Coming To Town	• Learning songs from another culture • Adding actions to the songs we learn to sing • Harmonising where we can • Sakura Sakura – Japanese Folk Song • Learning songs from another culture • Adding actions to the songs we learn to sing • Harmonising where we can	• Greensleeves' for Renaissance section of project • Performing the project song using dynamics and learning the mean of these words (Forte, piano) • Singing the song with expression and performing it correctly using the correct pitches together as a group

Listening Focus	Various aspects of the Planets Suite by composer Gustav Holst including - • Mars Bringer Of War • Venus Bringer Of Peace • Jupiter Bringer Of Jollity • Jimi Hendrix – Little Wing • Aretha Franklin – Say A Little Prayer • Miles Davis – So What • Marvin Gaye – I Heard It Through The Grapevine • Whitney Houston – I Have Nothing • We Will Remember (Sparkyard) • Christmas Song – Santa Claus Is Coming To Town Jingle Bells • Rudolph the Red Nosed Reindeer	• Three Little Birds (Bob Marley) • Jammin (Bo Marley) • Don't Worry Be Happy (Bobby McFerrin) • Reggae For Kids (Ziggy Marley) • Kingston Town (UB40) • Is This Love (Bob Marley) Valentines • Sakura Sakura (Japan) • Raga Yaman (India) • Samulnori - Traditional Korean drumming piece (South Korea) • Gamelan Degung (Indonesia) Khoomei by Alash Ensemble (Mongolia	• Greensleeves • "Ave Maria" by Tomás Luis de Victoria • "Pastime with Good Company" by Henry VIII of England • "Spring" from "The Four Seasons" by Antonio Vivaldi • "Canon in D" by Johann Pachelbel "Hallelu jah" chorus from "Messiah" by George Frideric Handel
Composing Focus	• Improvise using glockenspiels, one to five notes (C D E F G) • Composing simple melodies • Introduction of formal western notation • How pitch is represented on stave	• Students will improvise using the chords to the song (C, F, G) • Improvise with use of strumming and strumming patterns	• Improvise using C, D and E • Create 3 simple melodies that can act as beginning, middle and end, which will accompany the project song • Copy and play simple rhythms using C, D and E

	• Composing with a group and inspiration (Planets Suite) • Improvisation established with the children playing to Santa Claus is Coming To Town • Students given creative freedom to decide how we will perform the chosen Christmas song	• Beginning to learn how to improvise with 1 and 2 note songs • Learning how to adapt the music we create to fit with music we listen to • Extending improvisations to improve as musicians making note of the ability to change the music with rhythmic, dynamic and tempo changes	• Develop previous skill and identify from dot notation after students try to play
Performing and Musicianship focus	• Find and demonstrate pulse • Clap back rhythms • Develop knowledge of musical notes and the stave • Compose music in a group Compose music with guide or a plan • Learning songs quickly and singing or performing them to a good standard • Preparing for and participating in a whole school Christmas Concert • Learning about improvisation and how it can aid us when composing Learning about the historical meaning of certain Christmas songs	• Developing ability with a new instrument • Performing using both instrument and voices Develop singing and include harmonies • Performing individually and collectively • Developing notation skills • Developing instrumental skills Extending improvisations to improve as musicians making note of the ability to change the music with rhythmic, dynamic and tempo changes	• Add tempo and dynamics to the melodies we create Develop known theory knowledge to be able to confidently begin to identify the notation we use for the songs we play
Other opportunities for music in Y3: Choir; Peri Lessons; PP lessons with AD, choral speaking / Musician of the Month work)			
Year 3 Endpoints			
Sing	Play	Listen	Compose

1. To sing in tune with expression most of the time 2. To control their voice when singing most of the time 3. To perform the project song using dynamics and understand the meaning of these words (Forte, piano) 4. To sing the song with expression and performing it correctly using the correct pitches together as a group 5. To add actions to the songs we learn to sing 6. To use voice in different ways when singing To develop singing and include harmonies	1. To copy and play simple rhythms using C, D and E 2. To develop previous skill and identify from dot notation after students try to play 3. To perform individually and collectively 4. To develop knowledge of musical notes and the stave 5. To understand how pitch is represented on stave To develop known theory knowledge to be able to confidently begin to identify the notation we use for the songs we play	1. To find and demonstrate pulse 2. To clap back rhythms 3. To use musical words (the elements of music) to describe a piece of music and compositions 4. To use a variety of musical words to describe what they like and dislike	• To improvise with use of strumming and strumming patterns • Compose music in a group • Compose music with guide or a plan • Improvise using glockenspiels, one to five notes (C D E F G) • To compose simple melodies that can act as beginning, middle and end, which will accompany the project song • To add tempo and dynamics to the melodies we create

Year 4			
Term & Topic	Autumn Rap Black History month / Remembrance Day / Whole School Christmas Concert	Spring Gospel North American Music	Summer Classical Music Recap and celebrate
Overview	The six-week "Rhythm, Rhyme and Rap" project focuses exclusively on Rap music for Year 4 students. Students will immerse themselves in the world of rap music, learning about its rhythmic intricacies, lyrical storytelling, and cultural significance. Throughout the project, they will engage in activities such as listening to rap songs, analysing lyrics, creating rhymes, composing verses and choruses, and practicing rhythmic patterns. The culmination of the project will be a collaborative effort where students compose and perform their own rap songs, which will act as a rap 'battle' amongst the class (or classes), this will include the students applying their newfound skills in rhythm, rhyme, and musical expression. This project aims to foster creativity, confidence,	This project based on Gospel music is an exciting music project designed specifically for year 4 students, aiming to introduce them to the joyous world of gospel music. Through interactive and age-appropriate activities, children will embark on a musical journey exploring the history, emotions, and rhythms of gospel. The project will see them explore the fascinating style whist improving their notation reading and instrumental skills. For our North American music project aimed at year 4, we will delve into the rich musical tapestry of the continent through the lens of a single song. Our chosen song is "This Land Is Your Land" by Woody Guthrie, a quintessential folk anthem that embodies the spirit of America. In our exploration, we'll start with an introduction to North American music,	The six-week music project for year 4 students is designed to immerse them in the rich tapestry of classical music. Throughout the program, students will embark on a captivating journey through the annals of musical history, discovering the elegance, emotion, and innovation that define the classical period. From the majestic symphonies of Mozart to the stirring sonatas of Beethoven, students will explore the works of renowned composers and gain insight into the enduring legacy of classical music. The will also develop singing through round singing exercises. During this project, the year 4 students will prepare for a end of year concert and recall previous information regarding their learning over year 4. The concert will be a end of year

	and a deeper appreciation for music among students. The six-week "Rhythm, Rhyme and Rap" project provides Year 4 students with a comprehensive exploration of rap music while developing their composition skills, musicality, and confidence in performing. Through structured listening exercises, composition activities, and musicianship development, students will deepen their understanding of rap music's elements and cultural significance, culminating in a performance showcase that celebrates their creativity and musical achievements. This unit will be divided in to two one off units, followed by the main area of study for the term. The one off units will run over weeks 1 and 2 with the remaining unit running from week 3 and accumulate in week 8's whole school Christmas concert. The first unit aims to extend the students' knowledge of Black History Month (BHM) with a focus on Nina Simone and the second one off unit will be a school collaboration for Remembrance day. As part of these projects, the learners will learn about these elements and terms as they sing and play. The main area of focus for the term will be a development of a Christmas song that the	highlighting its diverse styles and cultural influences. Then, we'll introduce "This Land Is Your Land," dissecting its elements and discussing its significance in the context of North American music history. Through hands-on activities, children will have the chance to explore musical instruments commonly used in North American music and even create their own versions of the song. We'll also delve into the cultural and historical context of the song, fostering an appreciation for its roots and impact. Finally, we'll encourage reflection and sharing, allowing children to express their thoughts and insights gained from the project	celebration which culminate the cohorts learning and prepare for the next year group. This plan is subjective and will need adapting by the class music tutor. This will create freedom for the tutor and the plan can be adapted so that it can utilise available resources.

	children will perform at the school's annual Christmas concert. It will also include listening exercises where the students will learn about the historical context of two famous Christmas songs. Through this unit, the children will develop a greater understanding of musical elements, how to use them when they play and sing and learn new words from the languages that musicians use so frequently. Week 3 onwards on weekly plan is a suggestion of what could be performed; tutor can use creative freedom with this to adapt and create in their own way and what benefits and fits their school. Suggested songs available in RMS curriculum folder, along with chord sheets and videos or YouTube Links		
Main learning outcomes	• Understanding and practicing different rhythmic patterns in rap music. • Composing and identifying rhyming words and phrase to compose sections of music.	• Discovering Gospel Roots • Exploring Different Styles • Expressing Emotions through Music • Creative Expression • Understanding Community and Connection • Celebrating Diversity	• Understand the characteristics and significance of classical music. • Exploring classical instruments: Learn about different instrument families and their roles in classical music. • Composing melodies in classical style: Develop creativity by composing melodies using classical techniques.

	• Creating catchy and memorable sections of songs that will be rapped • Exploring and understand the cultural origins and evolution of rap music. • Working collaboratively to compose and refine rap songs, whilst providing constructive peer feedback • Building confidence in performing in front of an audience and as group This project will need further input from the teacher or tutor, this is stipulated where appropriate The main learning outcome will be to grant the children to experience of performing in front of their whole school. They will also participate in an organised and practiced performance. They will do this whilst developing their ability to use their voice to both rap and sing as well as learning important musical words.	• Understanding the diversity of North American music styles. • Recognizing the cultural influences on North American music. • Identifying the elements of a song, including melody, rhythm, and lyrics. • Exploring different musical instruments commonly used in North American music. • Appreciating the cultural and historical context of music. • Encouraging creativity and expression through music. • Reflecting on personal experiences and insights gained from the project.	• Exploring classical composers: Learn about famous classical composers and understand their contributions to music. • Creating a classical music presentation: Collaborate to create presentations displaying understanding of classical music concepts. • Class will recall previously learnt material as a recall exercise • Class will recall all of the Key Technical Vocabulary Learnt over the school year • Class will perform in the whole school celebration concert
Key Technical vocabulary	Rap, verse, chorus, rhyme, beat, flow, hook, performance, collaboration, cultural significance, compose, melody, pulse, rhythm,	Rhythm, timing, melody, harmony, improvisation, variation, creativity, performance, confidence, stage presence, major, minor,	Melody, composition, pentatonic scale, improvisation, performance, tempo, rhythm, beat, dynamics, notes, rests, bar, repeats.

	pitch, tempo, dynamics, texture, structure, melody Celebration, respect, improvisation, concert, performance, traditional Christmas songs, instruments, maracas, castanets, glockenspiels,	Harmony, melody, arrangement, notation, tie, dotted notes, minims, crotchets, quavers, group composition, improvisation	Rap, cultural significance, structure, hook, flow, improvisation, rhythm, melody, genre, pulse, tempo, texture, dynamics, pitch, crotchet, quaver, donned notes, tied notes, chord, scale, pentatonic scale, composition
Singing Focus	• Focus will be on Rap music and will be based on creating our own class rap • Nina Simone – Feeling Good • We Will Remember (Sparkyard) • Walking In a Winter Wonderland (School Performance)	• Michael Row The Boat – The Highwaymen • Learning to sing the project focus This Land Is Your Land • Harmonising with the song	• "Frère Jacques" - 4/4 time signature • "Scarborough Fair" - 3/4 time signature • "Shalom Chaverim" - 2/4 time signature
Listening Focus	• Me, Myself and I – De La Soul • Old Town Road by Lil Nas X • Run DMC – It's Like That (Breakdancing) • Mc Grammar – World Book Day • Mc Grammar – Save the Planet • Daichi Beatboxer – Despacito • Nina Simone – Feeling Good • We Will Remember (Sparkyard) • Walking In a Winter Wonderland (School Performance)	• Michael Row The Boat – The Highwaymen • Michael Row The Boat – Harry Belafonte • Oh Happy Days – Edwin Hawkins Singers • This Little Light Of Mine – Traditional • Down To The River To Pray – Alison Krauss • He's Got The Whole World In His Hands – Traditional	• Round singing songs mentioned above • Wolfgang Amadeus Mozart - Symphony No. 40 in G minor, K. 550 • Ludwig van Beethoven - Piano Sonata No. 8 in C minor "Pathétique", Op. 13 • Franz Joseph Haydn - Trumpet Concerto in E-flat major, Hob. VIIe/1 • Johann Sebastian Bach - Brandenburg Concerto No. 3 in G major, BWV 1048 Franz Schubert - Symphony No. 8 in B minor "Unfinished", D. 759

	• White Christmas • 12 days of Christmas	• This Land Is Your Land by Woody Guthrie (USA) • One Love by Bob Marley and the Wailers (Jamaica) • Cielito Lindo performed by Mariachi Vargas de Tecalitlán (Mexico) • Universal Soldier by Buffy Sainte-Marie (Canada) • Eagle Dance Song performed by Black Lodge Singers, Example of a Northern Traditional Dance Song from powwow music from Native Americans	
Composing Focus	• Composing Lyrics to use in the rap battle • Composing beats to be used in backing music • Composition will not be exercised as such in the unit but the students will be given the opportunity in class to develop and be inspired by the music we listen to and play, the aim of this unit is to prepare the children for a whole school performance	• Improvisation expended and expanded using different notes • Improvisation also developed by use of new genre of music • Improvisations aided by use of different rhythms • Improvise using the notes from the song • Create simple melodies in a chosen part of the song as a group	• Students to learn how to play and use a scale C major and C major pentatonic scale • Students will attempt to improvise using the scale to create their own simple compositions

Performing and Musicianship focus	• Performing our rap • Knowing when to perform and when not to (battle) • Developing knowledge of static and moving parts during listening exercises • Learning songs quickly and singing or performing them to a good standard • Preparing for and participating in a whole school Christmas Concert • Learning about musical elements in more detail • Learning about the historical meaning of certain Christmas songs	• Performances in group and individual settings • Performances in a range of genres and subgenres • Development of ability to play glockenspiels and learn songs quickly • Ability to begin to read traditional notation developed (includes ledger lines, crotchets, crotchet rests, minims, minim rests and semibreves) • Perform the project song in group singing • Develop solo lines in desired sections • Reintroduce know notation skills and develop these further learning about different note lengths and pitches • Begin to learn about tied notes and dotted notes	• Development of dynamics, their meanings and uses • Development of knowledge of scales to a new instrument • Using scales to improvise and create their own music • Learning major and minor chords and defining sounds • Playing chords on Glockenspiels • Playing together as duets and groups

Other opportunities for music in Y4:
Linking Project with Smithy Bridge, Chapel Choir; School Choir; Peri Lessons; choral speaking / performance of rap, Musician of the Month work

Year 4 Endpoints

Sing	Play	Listen	Compose
1. To start performing simple parts rhythmically 2. To sing songs from memory with developing pitch To improvise using repeated patterns	1. To develop and use notations to record and interpret sequences of pitches 2. To use some standard notation	1. To start to identify the character of a piece of music in a group	1. To compose Lyrics to use in the rap battle 2. To create simple melodies in a chosen part of the song as a group

	3. To use further notations to record compositions in a small group or on their own 4. To use their notation in a performance 5. To begin to read traditional notation developed (includes ledger lines, crotchets, crotchet rests, minims, minim rests and semibreves) 6. Development of dynamics, their meanings and uses 7. Development of knowledge of scales to a new instrument 8. To use scales to improvise and create their own music To recognise major and minor chords and defining sounds	2. To begin to describe and identify the different purposes of music To build knowledge to identify with the style of work of Beethoven, Mozart and Elgar	3. To play and use a scale C major and C major pentatonic scale 4. Improvisation expended and expanded using different notes 5. Improvisation also developed by use of new genre of music 6. Improvisations aided by use of different rhythms

Year 5			
Term & Topic	Autumn World dance music Black history month / Remembrance day / Whole school Christmas concert	Spring Jazz African Music	Summer Romantic Music Recap and celebrate
Overview	In this 6-week project, Year 5 students will explore and create music for dance styles from different cultures around the world. Each week focuses on a specific region, such as Africa, Latin America, Europe, and Asia, where students will engage with the cultural and musical characteristics of these dance traditions. Through a combination of listening exercises, rhythm and melody composition, and hands-on practice with percussion and melodic instruments, students will develop their understanding of beat, rhythm, and tempo as they relate to dance music. By the end of the project, students will have created their own compositions inspired by	The unit will introduce the students to a new musical style that most if not all of the students will never have experienced before in Jazz. The aim of the unit is to help develop the student's knowledge with a new musical genre whilst developing their musicianship skills and notation reading. They will learn to sing the great Jazz song Cry Me A River by the fantastic Ella Fitzgerald. Our African music project aims to immerse year 5 students in the rich and diverse musical traditions of the African continent, providing them with a vibrant and educational journey through various styles, rhythms, and cultural elements. Throughout the project, students will explore the rhythmic beats of West African drumming, the intricate melodies of East African traditional instruments like the mbira,	In this six-week project, year 5 students will immerse themselves in the Romantic era of music, centred on the classic Italian aria 'Caro mio ben' as the singing focus. They will explore the historical and cultural context of Romantic music while analysing its musical elements, including melody, harmony, and expression. Additionally, students will draw inspiration from the famous painting 'The Storm' by Piere-Agust Cot to create their own musical piece, ensuring emotions are conveyed and inspired, like romantic composers from the past would have done also. Through composition and imagination, they will capture the essence of the stormy scene in their music. Throughout the project, students will deepen their understanding of Romantic music and develop their musical skills

	these global dance styles, culminating in a final performance. The project aims to deepen students' understanding of music as a universal language, connecting movement, emotion, and culture. Through this creative journey, students will not only learn technical musical skills but also develop an appreciation for the diverse ways in which music and dance are celebrated around the world. The main learning outcome will be to grant the children to experience of performing in front of their whole school. They will also participate in an organised and practiced performance. They will do this whilst developing their ability to use their voice to both rap and sing as well as learning important musical words.	and the energetic dance music of South Africa. They will learn about the cultural significance of music in African societies, including storytelling, community bonding, and celebration of life events. Through hands-on activities, interactive performances, and storytelling sessions, participants will not only develop their musical skills but also gain a deeper appreciation for the cultural heritage and diversity of Africa. By the culmination of the project, students will have not only expanded their musical repertoire but also fostered a sense of curiosity, respect, and connection with the vibrant world of African music. The project focus will be Mbube by the Soweto Gospel Choir.	During this project, the year 5 students will prepare for a end of year concert and recall previous information regarding their learning over year 5. The concert will be a end of year celebration which culminate the cohorts learning and prepare for the next year group. This plan is subjective and will need adapting by the class music tutor. This will create freedom for the tutor and the plan can be adapted so that it can utilise available resources. **The only aspect of the National Curriculum that will not have been taught is chordal work. Tutor will need to add this to this project to fully complete all targets for the year. Points to attempt to cover are in the performing and musicianship section.**
Main learning outcomes	• Develop an understanding of the fundamental elements of dance music, including beat, rhythm, and tempo. • Explore and identify the unique musical characteristics and cultural contexts of dance	• Jazz music and its history • Importance of improvisation and how we can develop ours • Further development of notation skills • Group and individual performances	• Understand the historical and cultural context of Romantic music. • Analyse the emotional and expressive qualities of 'Caro mio ben' and 'The Storm.'

	music from Africa, Latin America, Europe, and Asia. • Gain hands-on experience with a variety of percussion and melodic instruments used in different dance music traditions. • Create and perform original music compositions inspired by global dance styles, demonstrating the ability to integrate rhythmic and melodic elements. • Enhance collaboration and creativity through group work, combining individual rhythms and melodies to produce cohesive and danceable pieces. • Reflect on and appreciate the diversity of dance music across cultures, understanding how music can connect with movement and emotions in different contexts. Through this unit, the children will develop their knowledge of musical styles and the emotions connected to these styles whilst learning to sing and play. They will develop a popular Christmas song in order	• Cultural awareness: Understand the role of music in African societies. • Rhythmic understanding: Learn African rhythms • Instrumentation: Explore traditional African instruments. • Musical styles: Discover different African musical styles. • Collaborative music making: Engage in group performances. • Creative expression: Experiment with improvisation and composition. • Historical context: Explore the historical influences on African music. • Appreciation and respect: Value the diversity of African musical heritage. • Performance skills: Develop confidence through public performances.	• Develop vocal skills and expression through learning and performing 'Caro mio ben.' • Apply composition techniques to create a musical piece inspired by 'The Storm.' • Reflect on personal growth and creative expression throughout the project. • Explore dynamic changes and their impact on musical expression. • Enhance listening skills for nuanced appreciation of Romantic music. • Deepen understanding of musical notation and its application in Romantic compositions • Class will recall previously learnt material as a recall exercise • Class will recall all of the Key Technical Vocabulary Learnt over the school year • Class will perform in the whole school celebration concert

	to perform as a group at the schools Christmas concert at the end of term.		
Key Technical vocabulary	World dance music, call and response, beat, rhythm, tempo, syncopation, melody, percussion, Flamenco, Polka, Salsa, Samba, Bhangra, Musical styles, genres, gospel, orchestra, rock, pop, blues, jazz, ensemble, traditional Christmas hymns,	Jazz, improvisation or improvise, by ear, melody, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, dimensions of music, round, repeat mark, appraising, Vocal Jazz, Bebop, Swing, tune/head, note values, note names, riff, hook, solo Melody, harmony, beat, groove, arrangement, pitch, dynamics, piano, forte, vocal technique, rhythm, phrasing, rehearsal, performance, improvisation	Melody, harmony, beat, arrangement, glockenspiel, pitch, scale, dynamics, vocal technique, rhythm, phrasing, syncopation, rehearsal, performance, improvisation, composition, simple time, compound time World dance music, call and response, syncopation, melody, rhythm, improvisation, playing by ear, compose, pulse, tempo, texture, structure, dynamics, pitch, vocal technique, phrasing, arrangement,
Singing Focus	• Using voice to create chants, rhythms and songs appropriate to the genre of dance • Amani Utope Na Ustawi • Kye Kye Kule • We Will Remember (Sparkyard) • Christmas song Christmas Lights by Coldplay	• Cry me a river (Ella Fitzgerald) • Mbube by Soweto Gospel Choir	• Caro Mio Ben – Giuseppe Giordani
Listening Focus	• Various examples of recordings of dance music from around the world including African, Latin, Asian and European	• Cry me a river (Ella Fitzgerald) Vocal Jazz • Dream a little Dream (Ella Fitzgerald) Vocal Jazz	• Caro Mio Ben – Giuseppe Giordani • Symphony No. 6 in F Major, Op. 68 "Pastoral" - Ludwig van Beethoven (Simple)

	• Amani Utope Na Ustawi • Kye Kye Kule • Christmas performance - Christmas Lights by Coldplay • Once In Royal David's City • The Christmas Song (Chestnuts Roasting on a Open Fire)	• Milestones (Miles Davis) Bebop • Salt Peanuts (Dizzy Gillespie) Bebop • Cry me a river (Michael Bubble) Swing • L-O-V-E (Nat King Cole – Valentine's Day) Swing • Mbube by Soweto Gospel Choir (South Africa) • Pata Pata by Miriam Makeba (Southern Africa) • Kuliko Jana by Sauti Sol (East Africa) • Ya Rayah by Rachid Taha (North Africa) • Zanku (Leg Work)" by Zlatan (West African)	• Nocturne in E-flat Major, Op. 9, No. 2 - Frédéric Chopin (Compound) • Violin Concerto in D Major, Op. 77 - Johannes Brahms (Simple) • Swan Lake, Op. 20 (Excerpt: Scene from Act II) - Pyotr Ilyich Tchaikovsky (Simple) • Liebesträume No. 3 (Dreams of Love) - Franz Liszt (Compound)
Composing Focus	• Composing music in ABA form • Improvise our melodies on composition tasks • Composition will not be exercised as such in the unit but the students will be given the opportunity in class to develop and be inspired by the music we listen to and play, the aim of this unit is to prepare the children for a whole school performance	• Improvise using the notes G, A + B. • Improvise using the notes D, E, G, A + B • Develop improvisations to create compositions that fit with the music we listen to • Work on the improvisations we create and work as a group to develop them performing as an individual and as a group • Develop improvisations to play and create own melodies using chosen key (Mbube – G Major)	• Develop improvisations to play and create own melodies using chosen key • Include and expand on known dynamics and begin to use correct terminology (Piano, forte, pianissimo, fortissimo, mezzo forte, mezzo piano)

		• Include and expand on known dynamics and begin to use correct terminology (Piano, forte, pianissimo, fortissimo, mezzo forte, mezzo piano)	
Performing and Musicianship focus	• Performing a variety of different genres of dance music • Learning songs quickly and singing or performing them to a good standard • Preparing for and participating in a whole school Christmas Concert • Learning about the emotional context of music • Learning about the historical meaning of certain Christmas songs	• Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. • Performing own compositions as a group and as an individual • Adding to our notation skills through counting bars, time signatures and musical notes such as minims, crotchets and quavers • Enlarge musical knowledge of genres through Jazz and the subgenres Bossa Nova and Swing • Maintain and develop known theory skills by working out notes to different levels of notation for Mbube • Performing as a choir • Develop rhythm by ear playing • Apply known notation reading skills to rhythm warm up exercise using examples that's students need to work out	• Maintain and develop known theory skills by working out notes to different levels of notation • Develop music as a ensemble with multiple sections • Develop knowledge of Kodaly including terms for notes, singing the notes as we play
Other opportunities for music in Y5: Chapel Choir; School Choir; Peri Lessons; PP lessons with AD, Musician of the Month work			

Year 5 Endpoints			
Sing	Play	Listen	Compose
1. To breath in the correct place when singing most of the time 2. To sing and use their understanding of meaning to add expression most of the time 3. To maintain more of their part whilst others are performing their part 4. To develop ability to perform 'by ear' and from simple notations 5. To improvise within a group using melodic phrases and develop rhythmic phrases To start to recognise and use basic structural forms e.g. rounds, variations, rondo form	1. To plan some changes to sounds and organisation to change the effect 2. To build up a music diary to record aspects of the composition process 3. To choose the most appropriate tempos for a piece of music most of the time 4. To play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. 5. To performing own compositions as a group and as an individual 6. To build on notation skills through counting bars, time signatures and musical notes such as minims, crotchets and quavers To develop knowledge of Kodaly including terms for notes, singing the notes as we play	1. To develop ability to describe, compare and evaluate music using musical vocabulary 2. To explain why they think their music is successful or unsuccessful 3. To suggest appropriate improvements to their own or others' work 4. To choose the most appropriate tempo for a piece of music most of the time To contrast the work of famous composers and show preferences	1. To compose music in ABA form 2. To improvise our melodies on composition tasks 3. To improvise using the notes G, A + B. 4. To improvise using the notes D, E, G, A + B 5. To develop improvisations to create compositions that fit with the music we listen to 6. To develop improvisations to play and create own melodies using chosen key 7. To include and expand on known dynamics and begin to use correct terminology (Piano, forte, pianissimo, fortissimo, mezzo forte, mezzo piano)

Year 6			
Term & Topic	Autumn Blues Black History Month / Remembrance Day / Whole school Christmas Concert	Spring WW2 South American Music	Summer Film Music Recap and celebrate
Overview	This unit builds on the knowledge the students gained in year 5 when they first accessed and learnt about another style of music in Jazz music. This unit will refresh their skills whilst learning about the blues, they will also develop their ability to improvise and compose with this new style of music. Another aim of this to develop a further understanding of rhythms that can help aid notation reading. The historical impact of the styles of music will be explained and the students will develop a fuller understating of the course popular music has taken because of Blues music. We will focus the singing on the Moanin Lisa Blues from the Simpsons TV show which will help the students to understand blue or bent notes,	This term the focus will be on songs from WW2, especially looking at songs by Vera Lynn – the nations sweetheart. Year 6 will learn to sing these songs as well as understanding their context and musical elements, exploring their similarities and differences. During this term we will also learn some key musical terms to describe the music we hear. Year 6 will this term embark on an enriching exploration of South American music with this engaging project tailored for them. Centred on the iconic song "El Condor Pasa," originating from the Andean region of Peru, students will delve into the vibrant rhythms, captivating melodies, and cultural significance of South American musical traditions. Through various activities, they'll not only hone their musical skills but also deepen their understanding and appreciation of the diverse	The term focus will be on 'Music from films and games'. This will focus on various films and games, analysing the music used within these and the effect this music has on the audience. This will link to soundtracks and scores and focus on the children using the ideas to create music scores of their own. During this project, the year 6 students will prepare for a end of year concert and recall previous information regarding their learning over year 6. The concert will be an end of year celebration which culminate the cohorts learning and prepare for the next year group. This medium term plan is subjective and will need adapting by the class music tutor. This will create freedom for the tutor and the plan can be adapted so that it can utilise available resources. All aspects of the

	they will also work on scales, 12 bar blues and chords. This unit will be divided in to two main areas of study. The first two weeks of the unit will run over weeks 1 and 2 with the remaining unit running from week 3 and accumulate in week 8's whole school Christmas concert. The first unit will be split in to two also, week one will be a Black History Month celebration centred on Stevie Wonder and the second week will delve into music and how it is used as part of Remembrance Day. These units aim to teach the students all about how structure and form can be used and also detected in the songs we listen to as well as showing the importance of music in different aspects of life. The second unit will be based on song writing and the students will write a Christmas song as a group.	cultural heritage of the continent. The project will also act as a project to develop music theory knowledge and this will end the sessions each week.	National Curriculum will have been met but an advisory for extra work would be to continue with treble clef reading to fully establish this before the learners continue to high school.
Main learning outcomes	• A greater understanding of improvising and composing • A development of rhythm reading and writing to help aid notation work • A greater understating of Blues • More detailed knowledge of the history of music	• All pupils will be able to sing the round in at least 3 parts • Pupils will learn and use key musical terms to be able to describe and compare two songs from WW1 and WW2 • Learn to sing White Cliffs of Dover using the musical notation to help with this.	• Children will understand how music adds to a film or game to engage the audience and enhance the action taking place by increasing our emotions • Children will listen to a musical extract and match this to a film or game sequence

	• Developing knowledge of scales, bars and chords The main learning outcome will be to grant the children to experience of performing in front of their whole school. They will also participate in an organised and practiced performance. They will do this whilst developing their ability to use their voice to both rap and sing as well as learning important musical words.	• Learn the basics of treble clef, standard notation and the sofia scale. • Begin to understand harmony by learning an dadding a counter melody to the first line of White Cliffs of Dover Cultural Diversity: Rich tapestry of cultures and traditions across South America. • Rhythmic Patterns: Intricate rhythms prevalent in South American music. • Melodic Exploration: Unique melodies and scales characteristic of South American music, • Instrumentation: Learn about the diverse array of traditional instruments used in South American music • Cultural Context: Gain insights into the historical and cultural significance of "El Condor Pasa"	• Children will be able o understand the three elements of film and game music and be able to identify between soundtrack or score. • All children will eb ale to create music to go with the film, Alma • Class will recall previously learnt material as a recall exercise • Class will recall all of the Key Technical Vocabulary Learnt over the school year • Class will perform in the whole school celebration concert
Key Technical vocabulary	Blues, improvisation or improvise, by ear, melody, compose, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, pentatonic scale, blues scale Structure, Form, Chorus, Verse, Bridge, Intro, Outro, Solo, Instrumental, Lyrics,	Comparison, context, adagio, allegro, amoroso, animato, cantabile, con brio, Delicato, legato, marziale, rubato, pitch, sofia, harmony Tempo, dynamics, pitch, notes, notation, semibreve, minim, crotchet, quaver,, melody, harmony, rhythm, key, time signature, bars, composition	Film, score, soundtrack, action, emotions, expectation, accompany, enhance, orchestra, compose, electronic, recording

Singing Focus	• Moanin Lisa Blues • Stevie Wonder – Superstition • We Will Remember (Sparkyard) • Warm up Exercise • Learning how to sing songs with varying structure • Learning how to create a melody to sing with our compositions	To sing various songs with contrasting moods, feel and messages from WW2. To understand the context of WW2 songs and why they were writing and performed at this time and by who. • El Condor Pasa – Peruvian folk song • Developing harmonies in the chorus	Sing a widening range of unison songs and rounds of varying styles and structures. Rounds will be sung in 1-2 parts. Warm up songs: • Che Che Kule • Sparkyard warmup songs • Siya Hamba
Listening Focus	• Moanin Lisa Blues • Albert King – Born Under a Bad Sign • Bessie Smith – Down Hearted Blues • Stevie Ray Vaughn – Mary Had a Little Lamb • BB King – The Thrill is Gone • Stevie Wonder – Superstition • We Will Remember (Sparkyard) • Rockin around the Christmas tree (Brenda Lee) • Do They Know It's Christmas (Band Aid) • Last Christmas (Wham)	To listen to songs from WW2 and other music from this period and analyse the different elements of this music, understanding the similarities and differences, • El Condor Pasa - Traditional Andean folk song from Peru • La Flor de la Canela - Creole waltz from Peru • La Cumparsita - Tango song from Argentina • El Carnavalito - Traditional folk dance from Bolivia • Lamento Sertanejo - Brazilian song by Gilberto Gil	Listening to various examples of music associated to films and computer games. Focussing on the effect the music has on the film/audience and how the music has been used/composed to enhance the action being seen on screen. Comparison of scores and soundtracks – how are these similar/ different?
Composing Focus	• Understand Scales, 12 bar blues and Chords	To use some of the ideas from the WW2 songs of Vera Lynn as an inspiration for their own compositions in a similar style	Using musical ideas from soundtracks and film scores to compose ideas of their own to accompany games or film extracts. The

	• Improvise in the musical style of Blues • Create simple melodies using up to 8 notes (Major and Pentatonic scales) and rhythms that work musically with the music, learning what the Key Note is at start of these scales • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song • Record the composition in any way appropriate that recognises the connection between sound and symbol • Lyric writing workshop will follow this pattern – Thinking of Christmas related words, words that rhyme with these words, create sentences, create sections, creating chorus's verses and whichever other sections we decide to use in our song. • Compose short piece of music using C major scale	• Create short pieces of music in groups and individual settings • Create music using scales and intervals • Create music taking into account the elements of music	children will use various instruments including electronic instruments if possible.
Performing and	• Add a greater dynamic range to the music we create (forte, piano, crescendo, diminuendo)	To perform the songs they learn by singing them but also learn some of the elements of these songs on tuned percussion instruments, developing their	Playing and interpreting musical notation in standard and graphical notation. Playing as an ensemble and working on

Musicianship focus	• To discuss and talk musically about the music we create – "What went well?" and "It would have been even better if…?" • Greater focus on improvisation and how it can be used to compose • Perform in both ensemble and solo situations • Listen and learn about the new musical styles we focus on • Create a greater understanding of notation to better create and write melodies that can be remembered • Learning songs quickly and singing or performing them to a good standard • Lyric writing • Preparing for and participating in a whole school Christmas Concert	understanding of the treble clef, stave and pitched notation. • Perform in both solo and ensemble context • Perform compositions we written individually or as a group • Develop pitch reading using both scales, intervals and varying pitch lengths on the treble clef	playing specific styles and responses to storylines seen on screen within games and films

Other opportunities for music in Y6

School Choir; Peri Lessons; PP lessons with AD, end of year leaver's song (and video), choosing of hymns for leaver's mass. Manchester Arts Initiative: School has been taking part in this for 22 years and is the only school in Rochdale that does. The children learn to perform, stage, sing, dance, create lighting effects, create their own program for a well-known play.

Year 6 Endpoints			
Sing	Play	Listen	Compose

1. To explore different choices of what to perform and create a programme. 2. To communicate the meaning of the words and clearly articulate them. 3. To breath in the correct place when singing most of the time 4. To sing and use their understanding of meaning to add expression most of the time 5. To maintain more of their part whilst others are performing their part 6. To develop ability to perform 'by ear' and from simple notations	1. To begin to explain the keynote or home note and the structure of the melody. 2. To play and interpret musical notation in standard and graphical notation. 3. To play as an ensemble and working on playing specific styles and responses to storylines seen on screen within games and films Add a greater dynamic range to the music we create (forte, piano, crescendo, diminuendo) 4. To discuss and talk musically about the music we create – "What went well?" and "It would have been even better if...?" 5. To perform in both ensemble and solo situations 6. To create a greater understanding of notation to better create and write melodies that can be remembered	1. To identify and move to the pulse with ease most of the time 2. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. 3. Use musical words when talking about the songs most of the time 4. To talk about most of the musical dimensions working together Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	1. Understand Scales, 12 bar blues and Chords 2. Improvise in the musical style of Blues 3. Create simple melodies using up to 8 notes (Major and Pentatonic scales) and rhythms that work musically with the music, learning what the Key Note is at start of these scales 4. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song 5. Record the composition in any way appropriate that recognises the connection between sound and symbol

Key Stage 2 Statutory Requirements

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

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with inc
  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
  great composers and musicians;
- develop an understanding of the history of music

Music Composition – Notation Progression – end of year expectations

Year Group	Notation endpoints – end of year
EYFS	Aural composition – Begin to Compose patterns using body percussion, hand clapping, untuned percussion instruments. Use of the outdoor stage for children to create their own compositions and perform for their peers (continuous provision) Written composition – Begin to use basic shapes / colours and attaching meaning to pulse / rhythm
Year One	Aural composition – Confidently create patterns using body percussion, hand clapping, untuned percussion instruments. Written composition – Confidently use basic shapes / colours and attaching meaning to pulse / rhythm
Year Two	Aural composition – Confidently create patterns using body percussion, hand clapping, untuned percussion instruments. Written composition – Confidently use basic shapes / colours and attaching meaning to pulse / rhythm. Begin to recognise letters with notes on a glockenspiel when composing or playing.
Year Three	To develop recognition of letters / notes on a glockenspiel when composing and playing. To create a system of recording length of notes / octaves when writing compositions
Year Four	To begin to recognise and read music on a stave in the key of C. To confidently read and use note letters when composing and playing instruments. To recognise – quavers, crotchets, minims, semi quavers. To begin to use quavers, crotchets, minims, semi quavers in compositions for rhythm. Follow repeat signs
Year Five	To read music using stave in key of C. To recognise - Quavers, semi quavers, crotchets, minims, dotted quavers, ties, bars, rests. Confidently use quavers, crotchets and minims in own compositions for rhythm. Use note letters confidently, moving in to WRITING using staves for pitch in Summer term. 4/4 time. Recognise < > for dynamics.
Year Six	Confidently able to READ and WRITE music using stave in key of C. Use of: quavers, semi quavers, crotchets, minims, dotted notes, ties, sharp and flat, bars, rests when reading and writing. Use of bars in 4/4 and 3/4 time. Use of < and > for dynamics.