



Subject Intent: Our Music curriculum is designed to equip children with an appreciation of a range of creative techniques, enabling them to compose music and perform for an audience. Our children will develop knowledge of the works of musicians from local, national and global backgrounds.

Big Ideas: **Engagement, Appreciation, Culture**

Years 1 and 2

Years 1 and 2							
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Area of Learning	Y1 All About Me Pulse and Rhythm		Y1 Superheroes Pitch and Tempo		Y2 Musical Me Learn to Sing and Play a Song	Y2 Traditional Western Stories Orchestral Instruments
	Statements from National Curriculum	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. 		<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To play tuned and untuned instruments musically. To experiment with, create, select and combine sounds using the interrelated dimensions of music. 		<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To play tuned and untuned instruments musically. <p>To create sounds using the interrelated dimensions of music (rhythm).</p>

Chelmondiston C of E Primary School

		<ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the interrelated dimensions of music. 		<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes. 		<ul style="list-style-type: none"> To create sounds using the interrelated dimensions of music (rhythm). 	
SMSC and FBV Connections	<p>Pupils will demonstrate their spiritual development through:</p> <ul style="list-style-type: none"> a sense of enjoyment and fascination in learning about themselves, others and the world around them. the use of imagination and creativity in their learning. a willingness to reflect on their experiences. <p>Pupils will demonstrate their cultural development through:</p> <ul style="list-style-type: none"> understanding an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 						

Years 1 and 2

Years 1 and 2							
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Area of Learning	Y1 Under the Sea Musical Vocabulary		Fairy Tales Timbre and Rhythmic Patterns		Animals African Call and Response Song	Y2 Myths & Legends Musical Language and Mood
	Statements from National Curriculum	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To use their voices expressively and 		<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To experiment with, create, select 		<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To use their voices expressively and 	<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To play tuned and untuned

Chelmondiston C of E Primary School

		<p>creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • To play tuned and untuned instruments musically. • To create sounds using the interrelated dimensions of music (rhythm). 		<p>and combine sounds using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> • To play tuned and untuned instruments musically. • To listen with concentration and understanding to a range of high-quality live and recorded music. 		<p>creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • To play tuned and untuned instruments musically. • To create sounds using the interrelated dimensions of music (rhythm). 	<p>instruments musically. To create sounds using the interrelated dimensions of music (rhythm).</p>
SMSC and FBV Connections	<p>Pupils will demonstrate their spiritual development through:</p> <ul style="list-style-type: none"> • a sense of enjoyment and fascination in learning about themselves, others and the world around them. • the use of imagination and creativity in their learning. • a willingness to reflect on their experiences. <p>Pupils will demonstrate their cultural development through:</p> <ul style="list-style-type: none"> • understanding an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 						

Years 3 and 4

Years 3 and 4							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Y3 Here are the Vikings Developing Singing Technique and Keeping Time		Y4 Rainforests Body and tuned percussion		Y3 Around the World - India Traditional Instruments and Improvisation	Y4 Romans Adapting and transposing motifs	
Statements from National Curriculum	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff 		<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high 		<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff 	

Cycle A

Chelmondiston C of E Primary School

		<p>and other music notations</p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 		<p>quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>and other music notations</p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the history of music 	<p>and other music notations</p> <p>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>
	<p>SMSC and FBV Connections</p>	<p>Pupils will demonstrate their spiritual development through:</p> <ul style="list-style-type: none"> • a sense of enjoyment and fascination in learning about themselves, others and the world around them. • the use of imagination and creativity in their learning. • a willingness to reflect on their experiences. <p>Pupils will demonstrate their cultural development through:</p> <ul style="list-style-type: none"> • understanding an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 					

Years 3 and 4

Years 3 and 4							
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Area of Learning	Y3 Ballads Create a Traditional Ballad		Y3 Chinese New Year Pentatonic Melodies and Composition		Y4 Rivers Changes in pitch, tempo and dynamics	Y4 South America Samba and carnival sounds and instruments
	Statements from National Curriculum	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high 		<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other music notations To appreciate and understand a wide 		<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other music notations 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high quality live and

Chelmondiston C of E Primary School

		quality live and recorded music drawn from different traditions and from great composers and musicians		range of high quality live and recorded music drawn from different traditions and from great composers and musicians		<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> To develop an understanding of the history of music
SMSC and FBV Connections Courageous Advocates Good Samaritan links	<p>Pupils will demonstrate their spiritual development through:</p> <ul style="list-style-type: none"> a sense of enjoyment and fascination in learning about themselves, others and the world around them. the use of imagination and creativity in their learning. a willingness to reflect on their experiences. <p>Pupils will demonstrate their cultural development through:</p> <ul style="list-style-type: none"> understanding an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 						

Years 5 and 6

Years 5 and 6							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Area of Learning	Y5 Ancient Egypt Composition notation	Bespoke Ukulele Unit	Y6 Pop Art Theme and Variation		Y5 South and West Africa African songs and instruments	Y6 Leavers' Song Composing and performing a leavers' song	
Statements from National Curriculum	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other music notations 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide 		<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music 	

Cycle A

Chelmondiston C of E Primary School

		<p>and other music notations</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 		<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop and understanding of the history of music</p>		<p>and other music notations</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music 	<p>drawn from different traditions and from great composers and musicians</p>
<p>SMSC and FBV Connections</p> <p>Courageous Advocates</p> <p>Good Samaritan links</p>	<p>Pupils will demonstrate their spiritual development through:</p> <ul style="list-style-type: none"> a sense of enjoyment and fascination in learning about themselves, others and the world around them. the use of imagination and creativity in their learning. a willingness to reflect on their experiences. <p>Pupils will demonstrate their cultural development through:</p> <ul style="list-style-type: none"> understanding an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 						

Years 5 and 6

Years 5 and 6							
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Area of Learning	Y5 Blues 12 bar blues and the blues scale	Bespoke Ukulele Unit	Y6 Coast – Fingal’s Cave by Mendelssohn Dynamics, pitch and tempo		Y5 Holi Festival Composition to represent the festival of colour	Y6 Leavers’ Song Composing and performing a leavers’ song
	Statements from National Curriculum	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other music notations 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions 		<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide 	<ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide

Chelmondiston C of E Primary School

		<p>and other music notations</p> <ul style="list-style-type: none"> • To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • To develop an understanding of the history of music 		<p>and from great composers and musicians</p>		<p>range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p>SMSC and FBV Connections</p> <p>Courageous Advocates</p> <p>Good Samaritan links</p>	<p>Pupils will demonstrate their spiritual development through:</p> <ul style="list-style-type: none"> • a sense of enjoyment and fascination in learning about themselves, others and the world around them. • the use of imagination and creativity in their learning. • a willingness to reflect on their experiences. <p>Pupils will demonstrate their cultural development through:</p> <ul style="list-style-type: none"> • understanding an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. 						