







Primary Curriculum Music Handbook

SHARE
MULTI ACADEMY TRUST

Primary Curriculum Aims

Through studying our primary curriculum, we aim for our pupils to be:

Knowledgeable and skilled:



Regardless of their experience of disadvantage, our pupils will be exposed to a breadth of coverage that will equip them with knowledge and skills they need to experience **success** and support **ambition.**

Good humans:



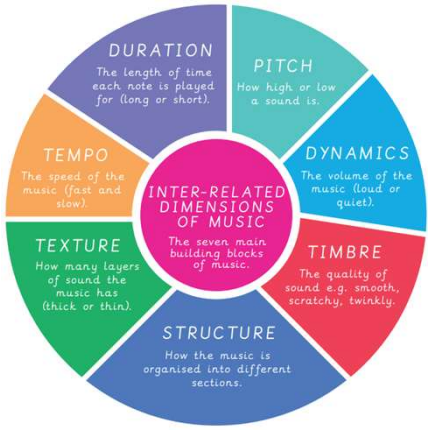
Our pupils will be articulate and able to communicate effectively – solving problems and resolving conflict. They will show **resilience** and will work in **harmony** – treating others with kindness and respect. They will love learning and **encourage** each other to achieve their best.

Share MAT Primary Music

The aim of our music curriculum is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Our music curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing



Music Aims

Primary Music – Curriculum

Our music curriculum is based on the National Curriculum – teachers make use of supplementary resources to help with lesson delivery and task design.







Other appropriate supplementary resources as decided by the teacher based on the needs of pupils.

Music Curriculum

Primary Music Curriculum – Long Term Plan

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
Year 1	**Keeping the pulse (Theme: My favourite things)** 1. Voice and hands to make music 2. Clap and play in time 3. Play simple rhythms on an instrument 4. Listen and repeat patterns 5. Understanding the difference		**Sound patterns (Theme: Fairytales)** 1. Chanting 2. Selecting instrumental sounds 3. Compose and play rhythm 4. Recognise how timbre is used to represent characters 5. Keeping the pulse with instruments	**Pitch (Theme: Superheroes)** 1. Concept of pitch 2. Pattern using two pitches 3. Concept of tempo 4. Create a superhero theme tune 5. Perform as a group	**Musical Symbols (Theme: Under the Sea)** 1. Learn meaning of tempo 2. Learn meaning of dynamics and timbre 3. Pitch and rhythm 4. Texture and structure 5. Recap	
Year 2	**Call and response (Theme: Animals)** 1. Create sequences of sound patterns 2. Copy a sound pattern 3. Explore call and response using instruments 4. Create sound patterns based on call and response 5. Add dynamics to sound patterns		**Instruments (Theme: Musical storytelling)** 1. Analyse an orchestral version of Goldilocks 2. Analyse a film musical of the Snow Queen 3. Select appropriate sounds to match Red Riding Hood 4. To write a playscript for Jack and the Beanstalk 5. Perform their playscript	**Structure (Theme: Myths and legends)** 1. Read and clap a rhythm based on a phrase from a story 2. Hear, write and clap rhythms based on a phrase from a story 3. Use a rhythm in different ways to demonstrate structure 4. Create a structure using rhythmic patterns 5. Perform a group composition	**Pitch (Theme: Musical me)** 1. Understand and practise reading different symbols to show pitch 2. Sing and draw pitch patterns 3. Read and understand the notation for the song 'Once a Man Fell in a Well' 4. Use a tuned percussion instrument to play a song 5. Complete the notation for a short song using a three-line stave	
Year 3	**Ballads** 1. Use musical vocabulary 2. Explore how actions can affect a performance 3. Plan musical structure inspired by a story 4. Create lyrics 5. Perform a ballad		**Pentatonic melodies and composition (Theme: Chinese New Year)** 1. Music to celebrate Chinese New Year 2. Play a pentatonic melody on a tuned percussion instrument 3. Write and perform a pentatonic melody	**Jazz** 1. Sing and clap a ragtime rhythm 2. Improvise call and response 3. Scat sing 4. Create a jazz motif 5. Adapt a familiar tune using jazz rhythms	**Traditional instruments and improvisation (Theme: India)** 1. Form an opinion Indian music 2. Improvise using given notes 3. Improvise using a drone 4. Create music using drone, rag, tal	**Whole Class Instrumental Unit Theme: South Africa** 1. Identify basic key features of staff notation 2. Recognise and play minims 3. Recognise and play semibreves 4. Recognise and play crochets and crochet rests

Music Long Term Plan

Primary Music Curriculum – Long Term Plan

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
			4. Perform a piece of music in a group		5. Perform using music notation	5. Compose rhythmic patterns for a gumboot dance
Year 4	**Body and tuned percussion (Theme: Rainforests)** 1. Structure and texture in music 2. Body percussion 3. Musical rhythms using body percussion 4. Create simple tunes 5. Building and improve a composition		**Changes in pitch, tempo and dynamics (Theme: Rivers)** 1. Singing two parts 2. Recognise key elements of music 3. Perform a vocal ostinato 4. Create and perform an ostinato 5. Improve and perform a piece of music	**Samba and carnival sounds and instruments** 1. Recognise and identify features of sound of music 2. Play syncopated rhythms 3. Play syncopated rhythms as a group 4. Compose a basic rhythmic break 5. Perform a rhythmic break within the samba piece	**Adapting and transposing motifs (Theme: Romans)** 1. Sing in tune and in time 2. Understand what a musical motif is 3. Compose and notate a motif 4. Develop and transpose a motif 5. Combine and perform different versions of a musical motif	**Whole Class Instrumental Unit Theme: Caribbean** 1. Understand the main features of Calypso music 2. Improvise a vocal part in the style of a Calypso 3. Understand how and why percussion instruments can be used in Calypso music 4. Recognise and perform quavers 5. Improvise in a Calypso style
Year 5	**Looping and remixing** 1. Play a simple looped rhythm 2. Create a piece of music using prewritten loops 3. Play a melody line accurately 4. Select a section of a tune and perform as a loop 5. Combine loops to create a remix		**Blues** 1. Know the key features of Blues music 2. Play the first line of the 12 bar blues 3. Play the 12 bar blues 4. Play the blues scale 5. Improvise with notes from the blues scale	**South and West Africa** 1. Singing a traditional African song 2. Play a chord progression 3. Perform as an ensemble 4. Play call and response rhythms 5. Create an 8 beat break	**Composition to represent the festival of colour (Theme: Holi festival)** 1. Understand that music can be represented with colours 2. Represent a piece of music with a graphic score 3. Create a vocal composition 4. Create a piece of music 5. Work as a group to perform	**Whole Class Instrumental Unit Theme: South America** 1. Learn, perform and combine key rhythms in salsa music 2. Understand history and key features of latin music 3. Identify pitch of notes from staff notation 4. Play notes accurately 5. Compose and notate a salsa-inspired melody 6. Confidently perform a piece of salsa music
Year 6	**Dynamics, pitch and texture (Theme: Fingal's Cave)** 1. Improvise as a group using melody and pitch 2. Improvise as a group using texture		**Theme and Variations (Theme: Pop Art)** 1. Explore theme and variations.	**Baroque** 1. Understand Monteverde and opera. 2. Read and play a canon from staff notation.	**Non-Statutory Unit for Year 6 Whole Class Instrumental Unit Theme: Indonesia** 1. Recall key features of musical genres	**Composing and performance a Leaver's Song** 1. Listen and describe music 2. Write lyrics for a song 3. Organise lyrics into a song structure

Subject	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
	3. Use dynamics, texture and pitch to create a group composition		2. Compare and contrast 'The Young Person's Guide to the Orchestra'. 3. Use complex rhythms to perform a theme. 4. Play TIKI rhythms. 5. Use notation to create TIKI rhythms.	3. Understand Baroque music. 4. Staff notation and aural awareness to play a fugue. 5. Perform a fugue structure.	2. Understand key features of gamelan music 3. Understand the concept of an octave 4. Explore cyclic patterns 5. Explore how timbres can create an effect in gamelan music	4. Use vocal improvisation and known melodies 5. Compose a melody 6. Compose a verse melody

Music Long Term Plan

Primary Music Curriculum – Medium Term Plans

So that teachers are well supported to make best sense of the long-term plan and best use of supplementary resources, medium term plans are available. MTPs make clear the Golden Knowledge that pupils must know and remember in music.

Unit 5 – Composing a Leavers Song		
Prior Learning:	Year 3 – Ballads Children have sung ballads and refined their singing and performing skills throughout the curriculum.	
Key Components 'Golden Knowledge'	• Identifying and evaluating the musical features of a song: ○ Lyrics – their meaning and how they make you feel ○ Tempo – whether the tempo reflects the mood of the music ○ Melody – whether the melody matches the lyrics and its effect on the listener ○ Arrangement – if the style and instrumentation reflect the mood of the lyrics.	
Disciplinary knowledge	• Contributing relevant and suitable ideas to their group chorus and turning these into lyrics. Suggesting how lines three and four could rhyme. • Contributing ideas to their group verse and suggesting and suggesting how lines one and four and five and eight could rhyme. Using their poetry writing skills to turn these into lyrics. • Fitting an existing melody over a four-chord backing track. Performing their improvisation/melody to the class. • Creating a melody that fits both the lyrics and the four chord backing track of the chorus using tuned percussion instruments. Recording their melodies using letter notation.	
Musical Strands – *Listening and evaluating*	• Evaluating the musical features of a song.	
Musical Strands – *Creating Sound*	• Creating a melody that fits both the lyrics and the four chord backing track.	
Musical Strands – *Notation*	• Record melodies using letter notation.	
Musical Strands – *Improvising and composing*	• Contributing relevant and suitable ideas to their group chorus.	
Musical Strands – *Performing – singing and playing*	• Perform at the Leavers' Assembly.	
Vocabulary	**Term**	**Definition**
	lyrics	The words of a song.
	tempo	The speed of the music.
	arrangement	Adapting a piece of music that already exists. Usually so that it can be played by different instruments.
	chords	Two or more notes that are played at the same time and work in harmony.
	chord progression	A group of chords played in a particular order.
	melody	The combination of pitch and rhythm which forms a tune.
	dynamics	The volume of the music.
	verse – chorus structure	A structure common in pop music, with two repeating sections: the verse and the chorus. The verse usually has different lyrics on each repetition.
	backing track	A pre-recorded musical accompaniment.

Links to future learning	This unit will prepare the children for the KS3 Curriculum, performing confidently as a solo or an ensemble.				
Trips and experiences	Playlist: Songs for Leavers' celebrations | Sing Up				
Links to Curriculum Aims	Children will look back at their time with friends and look forward to what they might like to become in the future – link to good humans.				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	
A single year • To listen to and describe music.	**Writing Chorus Lyrics** • To write lyrics for a song.	**Writing Verse Lyrics** • To organise lyrics into a song structure.	**Backing Track** • To use vocal improvisation and known melodies against a backing track.	**Creating a Melody** • To compose a melody.	
Music Resources Needed:	• Tuned percussion instruments				

Music Medium Term Plans

Primary Music - Retrieval



We value the importance of providing opportunities to make sure that learning in music is not forgotten.

Our music curriculum is a spiral curriculum – coverage automatically returns to previous learning to build knowledge cumulatively.

In addition, teachers make use of regular retrieval practice:

- In lessons - to check that learning has 'gone in' or to recap skills to support new learning
- Spaced - to check that learning has been remembered – spaced repetition can be skill specific or interleaved (a mix of skills).

Retrieval in Music

Primary Music Assessment

Taking every opportunity to establish what pupils know, and what they don't know, is essential for teachers to be able to plan/adapt teaching and task design to ensure pupils achieve.

We assess using the Golden Knowledge Medium term plans, staff assess termly onto the Foundation Subject Tracker.

Using all information available, teachers make judgements termly about whether, or not, pupils are working at the expected standard. Pupils can also be deemed as working towards or working at a greater depth.

Assessment in Music