

Music Curriculum Solutions
Primary Music Curriculum
Long Term Plan



Curriculum Introduction

Intent

This curriculum is designed to harness the wide ranging opportunities presented in an arts-rich school to transform the thinking, appreciation and behaviours of young people to become culturally competent citizens. By taking a highly practical approach to addressing the key skills and concepts addressed on the National Curriculum and beyond, we prepare our students to develop a lifelong love of the subject that they can apply to the wider community and possibly, their careers. We will provide creative opportunities for students to find their own voice and develop discipline and confidence through high quality rehearsal and exploration of sounds. We will provide a sequence of concepts showing clear progression of skills and knowledge in Music. It provides a framework from which relevant learning experiences can be planned, to broaden the horizons and experiences of all students, without exception, to enable them to recognise and take advantage of opportunities available to them, promoting the concept of aspirations.

Implementation

The breadth and depth of each of the four curriculum areas is mapped out to show the expected progression through the milestones (KS1, Lower KS2, Upper KS2). Lessons are planned with reference to the relevant threshold concepts and curriculum drivers. Threshold concepts will be repeated and revisited, applied to a variety of different musical situations when addressing the breadth of the curriculum, to develop greater depth of learning.

Impact

Assessment for learning will be used throughout the teaching of this curriculum to ensure that progress in understanding is developed from basic, advancing to deep with reference to the threshold concepts in each subject area. Opportunities for the students to apply their knowledge and understanding to performance, composition and appraising activities will be provided throughout the year and successes celebrated and shared.

Threshold Concepts Progression Grid

Curriculum Drivers

Aspirations, Resilience, Creativity, Community, Culture, Commitment

At the heart of everything we teach are our curriculum drivers. We will develop our pupils' cultural awareness, their ability to be resilient and ensure that they always strive to aim high and be open-minded about their future aspirations.

Threshold Concepts	Milestone 1 KS1 (Years 1 & 2)	Milestone 2 Lower KS2 (Years 3 & 4)	Milestone 3 Upper KS2 (Years 5 & 6)
Singing & Performing	<p>As part of a class choir and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Sing with clear diction by using good mouth shapes for clear consonants and open vowel sounds. • Expression: Understand and show the general mood and emotion of a song through dynamics and presentation. • Accuracy: Sing in time with a conductor and accompaniment with correct pitching throughout a simple song. 	<p>As part of a class choir and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Sing with good breathing technique and listen to each other in ensemble singing to blend voices. • Expression: Understand the shape of a piece of music to change intention appropriately whilst singing. • Accuracy: Follow a conductor and accompaniment to sing at the write pitch, tempo and with correct dynamics. 	<p>As part of a class choir and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Sing with a forward placement, sing in harmony and be able to change the voice to suit different styles of vocal music. • Expression: Understand the story and meaning of lyrics of a song to perform with the correct intention using appropriate expression and body language. • Accuracy: Follow music and a conductor, observing phrasing and articulation.
Read, Write & Hear	<p>Through short compositional exercises:</p> <ul style="list-style-type: none"> • Ideas: Experiment with sound to create soundscapes of places, people or times. • Technical Control: Follow simple briefs to accurately plot and play rhythm grids with dynamics and plot sound scapes using graphic score. • Coherence: Structure music into sections of four bars, each with four beats in a bar, either by ear, or written on to rhythm grids or graphic score. 	<p>Through short compositional exercises:</p> <ul style="list-style-type: none"> • Ideas: Write simple rhythms that expand upon a simple stimulus, following similar patterns with interesting additions. • Technical Control: Write using simple notation and on rhythm grids adding basic dynamics and correct structure. • Coherence: Write cyclic rhythms in four an eight bar sections that can be layered to interesting texture and a fluent composition. 	<p>Through short compositional exercises:</p> <ul style="list-style-type: none"> • Ideas: Follow a brief to make appropriate and interesting creative decisions when creating simple soundscapes, rhythmic and melodic compositions. • Technical Control: Write using accurate notation and rhythm grids, marking changes in dynamics, tempo and articulation for one instrument. • Coherence: Music has a clear structure, correct accents and can be played fluently.

Threshold Concepts	Milestone 1 KS1 (Years 1 & 2)	Milestone 2 Lower KS2 (Years 3 & 4)	Milestone 3 Upper KS2 (Years 5 & 6)
Playing & Exploring	<p>As part of a class ensemble and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Play tuned and untuned percussion, experimenting with different ways to create sound from these instruments. • Expression: Understand and show the general mood and emotion of a song through dynamics and tempo. • Accuracy: Play tuned and untuned percussion following rhythm grids, graphic score or very basic notation, as well as noting marked dynamic changes. 	<p>As part of a class ensemble and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Understand the basic capabilities of a variety of different percussion instrument, being able to change the timbre through technique. • Expression: Know about and apply basic articulation to performance and recognise phrases as musical sentences. • Accuracy: Play rhythms in groups in unison and simple, different lines following music written in any form of score with some performance directions. 	<p>As part of a class ensemble and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Know how to make a sound out of instruments of different families. Students should understand and practicality apply the capabilities of one instrument in more detail. • Expression: Understand the intention of a piece of music and follow appropriate performance directions on instruments. • Accuracy: Be able to play rhythms and melodies accurately following a score and performance directions.
Listen & Appraise	<p>Applied to familiar and unfamiliar music:</p> <ul style="list-style-type: none"> • Knowledge & Understanding: Recognise some different styles of music from different places from basic stylistic features. • Musical Elements: Understand dynamics, rhythm & tempo and pitch. Recognise and name the four families of instruments and be able to identify an instruments family from its features. • Musical Contexts: Know about the background and stylistic features of some music that is specifically studied in more detailed. • Musical Language: Know and understand a bank of words to describe, dynamics, rhythm & tempo and pitch. 	<p>Applied to familiar and unfamiliar music:</p> <ul style="list-style-type: none"> • Knowledge & Understanding: Identify different genres of Western music from stylistic features and explain use of instruments in descriptive music. • Musical Elements: Understand texture, melody and instrumentation. Name instruments from each family and know if these are high pitched or low pitched instruments. • Musical Contexts: Name composers of all music studied and be able to comment on links with other styles of music or composers' works. • Musical Language: Know and understand a bank of words to describe, texture, melody and instrumentation. 	<p>Applied to familiar and unfamiliar music:</p> <ul style="list-style-type: none"> • Knowledge & Understanding: Recognise and explain stylistic features of music throughout time and across the world. • Musical Elements: Understand and aurally identify features of the elements of music described using DR SMITH to be able to answer listening questions and engage in class discussion confidently about these elements in pieces of music. • Musical Contexts: Know the names and key information about great composers of each genre, era and location of music studied throughout the programme. • Musical Language: Use musical language when discussing or writing about the elements shown in DR SMITH.

Milestone 1 Map - KS1 (Years 1 & 2)

Curriculum Drivers

Aspirations, Resilience, Creativity, Community, Culture, Commitment

At the heart of everything we teach are our curriculum drivers. We will develop our pupils' cultural awareness, their ability to be resilient and ensure that they always strive to aim high and be open-minded about their future aspirations.

Singing & Performing (Perform)	Read, Write & Hear (Compose)	Playing & Exploring (Perform)	Listen & Appraise (Appraise)
Technique 1. I can pronounce words clearly when I sing. 2. I can sing with clear sounds by making big mouth shapes. 3. I can sing with the same sounds and clear diction as my choir.	Ideas 1. I can link sounds to places, people or times. 2. I can use instruments to show places, people or times. 3. I can use different instruments together to tell a story.	Technique 1. I can play an untuned percussion instrument. 2. I can play a tuned percussion instrument. 3. I can experiment with different sounds on percussion.	Knowledge & Understanding 1. I recognise music from different countries. 2. I can name some features of music from different countries. 3. I know how music is taught and shared in different countries.
Expression 1. I understand the mood of the songs I am singing. 2. I can change the dynamics of songs to show the mood. 3. I can use different facial expressions while I sing.	Technical Control 1. I can read and play a 4 beat rhythm grid. 2. I can write my own rhythm grid using a simple idea. 3. I can use graphic score to write down my soundscape.	Expression 1. I understand the mood of the music I am playing. 2. I can change the dynamics of music to show the mood. 3. I can change the tempo of music to show the mood.	Musical Elements 1. I know about dynamics and can describe them in a piece of music. 2. I know about tempo and can describe it in a piece of music. 3. I know about pitch and can describe it in a piece of music.
Accuracy 1. I can follow a conductor while I sing with a choir. 2. I can sing in time with a piano or a backing track. 3. I can sing at the right pitch all the way through a song.	Coherence 1. I can follow a brief when writing a rhythm grid. 2. I can follow musical rules when writing my own rhythm. 3. I can make up my own rhythm in response to somebody else's.	Accuracy 1. I can follow a rhythm grid to play untuned percussion. 2. I can follow a graphic score to play a soundscape. 3. I can follow notation to play short phrases.	Musical Contexts 1. I can guess where a piece of music is from a justify it. 2. I know why music in other countries is written in that way.
			Musical Language 1. I know musical language for dynamics. 2. I know musical language for tempo. 3. I know musical language for pitch.

Milestone 2 Map - Lower KS2 (Years 3 & 4)

Curriculum Drivers

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Singing & Performing (Perform)	Read, Write & Hear (Compose)	Playing & Exploring (Perform)	Listen & Appraise (Appraise)
Technique 1. I can breathe in right places in a song. 2. I can use good posture and technique to control breathing. 3. I can blend my voices with the rest of my choir.	Ideas 1. I can develop a rhythm to write interesting four bar phrases 2. I can create four bar phrases based on my own ideas. 3. I can use dynamics to develop my compositions.	Technique 1. I can play a drum using multiple techniques. 2. I can play 8 bar melodies on a glockenspiel or keyboard. 3. I can play these instruments with correct, specific techniques.	Knowledge & Understanding 1. I recognise music from different eras in the UK. 2. I recognise music of different genres of popular music. 3. I can evaluate the use of specific instruments in descriptive music.
Expression 1. I understand the meaning of every section in a song. 2. I can make creative decisions to show the meaning of a song. 3. I understand how to show my character's emotion in a song.	Technical Control 1. I can play four bar phrases from notation. 2. I can play rhythms from a quaver rhythm grid. 3. I can mark dynamics and tempo using symbols.	Expression 1. I can play an instrument using staccato technique. 2. I can play an instrument using legato technique. 3. I can play music observing phrases to shape my piece.	Musical Elements 1. I know about texture and can describe it in a piece of music. 2. I know about melody and can describe them in a piece of music. 3. I know about instruments and can describe them in a piece of music.
Accuracy 1. I can follow music to help show the shape of a melody. 2. I can follow the music and change dynamics correctly. 3. I can follow music to sing at the right tempo.	Coherence 1. I can write an effective ostinato. 2. I can write rhythms that can be layered on top of an ostinato. 3. I can change the texture in my composition to create musical interest.	Accuracy 1. I can follow a rhythm grid to play untuned percussion. 2. I can follow a graphic score to play a soundscape. 3. I can follow notation to play short phrases.	Musical Contexts 1. I can name composers of them music we study. 2. I can compare their music with other composers.
			Musical Language 1. I know musical language for texture. 2. I know musical language for melody. 3. I can name the instruments in an orchestra.

Milestone 3 Map - Upper KS2 (Years 5 & 6)

Curriculum Drivers

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Singing & Performing (Perform)	Read, Write & Hear (Compose)	Playing & Exploring (Perform)	Listen & Appraise (Appraise)
Technique <ol style="list-style-type: none"> 1. I can breathe in right places in a song. 2. I can use good posture and technique to control breathing. 3. I can blend my voices with the rest of my choir. 	Ideas <ol style="list-style-type: none"> 1. I can compose soundscapes to reflect a brief or stimulus. 2. I can compose rhythms to reflect a brief or stimulus 3. I can compose melodies to reflect a brief or stimulus. 	Technique <ol style="list-style-type: none"> 1. I know how to create a sound from all families of instrument. 2. I can play more complex music on an instrument. 3. I know about playing one instrument in more detail. 	Knowledge & Understanding <ol style="list-style-type: none"> 1. I can comment on the stylistic features of music around the world. 2. I can comment on the stylistic features of music through time. 3. I can comment on stylistic features of different genres of western music.
Expression <ol style="list-style-type: none"> 1. I understand the story and narrative context of our songs. 2. I can show different emotions using my face and body. 3. I can tell the story by changing vocal techniques and emphasis. 	Technical Control <ol style="list-style-type: none"> 1. I can notate my compositions accurately using rhythms grids and notation. 2. I can add appropriate performance directions. 3. I can use and notate different articulation in a composition. 	Expression <ol style="list-style-type: none"> 1. I can perform, with an awareness of the intention of a piece of music. 2. I understand why performance directions have been used. 3. I can make effective creative decisions through performance. 	Musical Elements <ol style="list-style-type: none"> 1. I know all the elements in DR SMITH, what they mean and aurally identify them in a piece of music. 2. I can use the ALIVE answer model to create extended answers about the elements of music in a piece of music.
Accuracy <ol style="list-style-type: none"> 1. I can follow music and performance directions during ensemble singing and as a soloist. 2. I can follow a conductor, watching for changes in dynamics and tempo. 3. I can observe phrases in music and apply it to my performance. 	Coherence <ol style="list-style-type: none"> 1. I can compose in clear, four bar phrases that can be combined to create coherent compositions. 2. I can use accents effectively in my compositions to create coherent music. 3. The music that I compose can be played fluently and make musical sense. 	Accuracy <ol style="list-style-type: none"> 1. I can follow and play more complex music on percussion. 2. I can follow increasingly complex performance directions that require different techniques. 3. I can play in unison with an ensemble. 4. I can play my own part again other different parts in an ensemble. 	Musical Contexts <ol style="list-style-type: none"> 1. I know about the great composers of music through time. 2. I know the influence of the great composers of other music. Musical Language <ol style="list-style-type: none"> 1. I can use musical language for all elements of DR SMITH. 2. I can apply musical language to extended answers.

Milestone 1 Breadth Map - KS1 (Years 1 & 2)

Curriculum Drivers

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Year 1

Term	Topic Title	Milestone Objectives			
		Singing & Performing	Read, Write & Hear	Playing & Exploring	Listening & Appraising
Autumn	Exploring Sounds (1)		Ideas: I1, I2 Technical Control: TC1, TC3 Coherence: C2	Technique: T1, T3 Expression: E1 Accuracy: A1, A2	
Spring	Big Sing (1)	Technique: T1; T2; T3 Expression: E1; E2; E3 Accuracy: A1, A2, A3			
Summer	World Music (Sub-Saharan Africa)	Accuracy: A1, A2			Knowledge & Understanding: KU1, KU2, KU3 Musical Contexts: MC1; MC2
Continuous Provision	<i>What do you do already as part of your day to day practice and linked to other schemes of learning?</i>				

Milestone 1 Breadth Map - KS1 (Years 1 & 2)

Curriculum Drivers

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Year 2

Term	Topic Title	Milestone Objectives			
		Singing & Performing	Read, Write & Hear	Playing & Exploring	Listening & Appraising
Autumn	Exploring Sounds (2)		Ideas: I3 Technical Control: TC2 Coherence: C1, C3	Expression: E2, E3 Accuracy: A3	Knowledge & Understanding: KU3 Musical Elements: ME1, ME2 Musical Language: ML1
Spring	Big Sing (2)	Technique: T1; T2; T3 Expression: E1; E2; E3 Accuracy: A1, A2, A3			
Summer	Descriptive Music (Peter & The Wolf)			Technique: T1, T2, T3.	Musical Elements: ME1; ME2; ME3 Musical Language: ML1; ML2; ML3
Continuous Provision	<i>What do you do already as part of your day to day practice and linked to other schemes of learning?</i>				

Milestone 2 Breadth Map - Lower KS2 (Years 3 & 4)

Curriculum Drivers

Aspirations, Resilience, Creativity, Community, Culture, Commitment

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Year 3

Term	Topic Title	Milestone Objectives			
		Singing & Performing	Read, Write & Hear	Playing & Exploring	Listening & Appraising
Autumn	Reading & Composing Music - Level 1		Ideas: I1; I2; I3 Technical Control: TC1; TC2; TC3	Technique: T1 Accuracy: A1; A3	
Spring	Class Choir (1)	Technique: T1; T2; T3 Expression: E1; E2; E3 Accuracy: A1, A2, A3			
Summer	World Music (Reggae & The UK)			Technique: T1, T2, T3.	Knowledge & Understanding: KU1, KU2 Musical Contexts: MC1; MC2
Continuous Provision	<i>What do you do already as part of your day to day practice and linked to other schemes of learning?</i>				

Milestone 2 Breadth Map - Lower KS2 (Years 3 & 4)

Curriculum Drivers

Aspirations, Resilience, Creativity, Community, Culture, Commitment

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Year 4

Term	Topic Title	Milestone Objectives			
		Singing & Performing	Read, Write & Hear	Playing & Exploring	Listening & Appraising
Autumn	Soundscapes & The Elements		Coherence: C1, C2, C3 <i>Recap of all previous objectives from this Milestone.</i>	Accuracy: A2 Technique: T2, T3 <i>Recap of all previous objectives from this Milestone.</i>	Musical Elements: ME1, ME3 Musical Language: ML1, ML3
Spring	Class Choir (2)	Technique: T1; T2; T3 Expression: E1; E2; E3 Accuracy: A1, A2, A3			
Summer	Descriptive Music (The Planet's Suite)		Ideas: I3	Technique: T1, T2, T3.	Knowledge & Understanding: KU3 Musical Elements: ME1; ME2; ME3 Musical Language: ML1; ML2; ML3
Continuous Provision	<i>What do you do already as part of your day to day practice and linked to other schemes of learning?</i>				

Milestone 3 Breadth Map - Upper KS2 (Years 5 & 6)

Curriculum Drivers

Aspirations, Resilience, Creativity, Community, Culture, Commitment

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Year 5

Term	Topic Title	Milestone Objectives			
		Singing & Performing	Read, Write & Hear	Playing & Exploring	Listening & Appraising
Autumn	Soundscapes & The Elements		Coherence: C1, C2, C3 <i>Recap of all previous objectives from this Milestone.</i>	Accuracy: A2 Technique: T2, T3 <i>Recap of all previous objectives from this Milestone.</i>	Musical Elements: ME1, ME3 Musical Language: ML1, ML3
Spring	British Choral Tradition (1)	Technique: T1; T2; T3 Expression: E1; E2; E3 Accuracy: A1, A2, A3			
Summer	World Music (Latin Music)		Ideas: I3	Technique: T1, T2, T3.	Knowledge & Understanding: KU3 Musical Elements: ME1; ME2; ME3 Musical Language: ML1; ML2; ML3
Continuous Provision	<i>What do you do already as part of your day to day practice and linked to other schemes of learning?</i>				

Milestone 3 Breadth Map - Upper KS2 (Years 5 & 6)

Curriculum Drivers

Aspirations, Resilience, Creativity, Community, Culture, Commitment

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Year 6

Term	Topic Title	Milestone Objectives			
		Singing & Performing	Read, Write & Hear	Playing & Exploring	Listening & Appraising
Autumn	Working With Sounds		Ideas: I1 <i>Recap of all previous objectives from this Milestone.</i>	Technique: T1 Expression: E1 <i>Recap of all previous objectives from this Milestone.</i>	Musical Elements: ME1, ME2 Musical Language: ML1, ML2
Spring	British Choral Tradition (2)	Technique: T1; T2; T3 Expression: E1; E2; E3 Accuracy: A1, A2, A3			
Summer	Music Through Time			Technique: T1; T2; T3	Knowledge & Understanding: KU2 Musical Elements: ME1, ME2 Musical Language: ML1, ML2
Continuous Provision	<i>What do you do already as part of your day to day practice and linked to other schemes of learning?</i>				