

# Music

St Thomas and St Anne's CE Primary School



Long Term Rolling Programme

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

At Hanwood, we believe music is a powerful form of communication - a universal language that surrounds us. Our Music curriculum should engage and inspire pupils to develop a curiosity for the subject and their talents as musicians. This will lay the foundations for a lifelong love of music alongside musical appreciation and understanding.

We believe all children are musicians and aim to provide opportunities for all pupils to learn and work with others to develop the communication skills needed to critically engage with music and allowing them to compose and perform music, both in ensembles and as a solo. As well as working with others, Music allows children to be valued as unique individuals, through expressing themselves, building their self-confidence and resilience and enhancing their creativity. Music encourages the pupils to feel a sense of achievement as they take pride in their music making and embrace the challenge Music education provides.

#### Our Music Curriculum:

At Hanwood, we aim to develop the four threshold concepts in Music: performing, composing, transcribing and describing music across a wide variety of historical periods, styles, traditions, and musical genres. This will enable the children to:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

#### Implementation

We plan for a weekly lesson of 1 hour in Music as a discrete subject to ensure children know and understand more, with additional opportunities for weaving music into the normal school day such as classroom informal singing, individual instrument lessons, whole school worship and singing assemblies and celebrations at Christmas and Easter. There is flexibility

in how and when our lessons are taught in order to help our pupils develop and retain the information within their long-term memory.

Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

Our curriculum has been developed with the Shropshire Music Service, Sing up Scheme of work as well as following the Chris Quigley 'Essentials Curriculum.' These all ensure that learning is engaging and developed by the pupils revisiting the threshold concepts from Year 1 to Year 6 in order to ensure all pupils progress.

### **Impact**

We measure our pupil's success in Music against the Threshold Concepts (performing, composing, transcribing and describing music). The children revisit the same concepts frequently, which in turn leads to a gradual understanding of them. For each 'Threshold Concept' there are three milestones. Within each 'Milestone', students gradually progress in their procedural fluency and semantic knowledge through three cognitive domains: basic, advancing and deep. The goal for our pupils is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

As well as the Threshold Concepts, we measure the impact of our curriculum through the following methods:

- Photo and video evidence of the pupils practical learning – either in lessons, assemblies or other events.
- Pupil's achievement, self-confidence, interaction with and awareness of others.
- Pupil's self-reflection of their learning – discovering their own areas of strength, as well as areas they might like to improve upon.
- Their enjoyment of music, in as many ways as they choose - either as a listener, composer or performer.

<b>Year A – 2024/25</b>	<b>Autumn</b>			<b>Spring</b>			<b>Summer</b>			
	<b>1</b>		<b>2</b>	<b>1</b>		<b>2</b>	<b>1</b>		<b>2</b>	
<b>Fir – Nursery &amp; Reception</b>	<b><u>Let's be friends (Nur)</u></b> Making friends, turn-taking, sharing, working together and building confidence.	<b><u>Travel and movement (Nur)</u></b> Different ways we can move our bodies, intimating transport and travel from one place to another.	<b><u>Nativity</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.	<b><u>I've got a grumpy face (Rec)</u></b> Explores emotions and feelings using voice and facial expressions.	<b><u>The sorcerer's apprentice (Rec)</u></b> Explores how music can tell a story, identify elements and compose a piece using percussion instruments.	<b><u>Witch, Witch (Rec)</u></b> Explore call-and-response, pitch and timbre and compose an accompaniment using percussion instruments. Adapt voice to roles and match pitch.	<b><u>Row, row, row your boat (Rec)</u></b> Make new lyrics and explore beat, pitch and timbre.	<b><u>Let's jam! (Rec)</u></b> Developing our love for music, exploring different sounds and instruments and playing together as a 'band.'	<b><u>Down there under the sea (Rec)</u></b> Explore sea-themed soundscapes, compose new lyrics and accompaniments and respond to music with movement.	<b><u>It's oh so quiet (Rec)</u></b> Listen to a range of dynamically exciting songs and use dynamics for dramatic effect.
<b>Elm – Y1/2</b>	<b><u>Menu song (Y1)</u></b> Children practise their skills in listening, keeping a steady beat and developing a sense of pitch by echo singing a leader to lead up to the creation of a theatrical group performance.	<b><u>Magical musical aquarium (Y1)</u></b> Experiment with timbre to create aquarium-inspired music, sing a unison song rhythmically and play percussion instruments expressively.	<b><u>Nativity</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.	<b><u>Swing-a-long with Shostakovich (Y2)</u></b> Create action patterns in 2- and 3- time, mark the beat and explain how they can be grouped and step a variety of rhythm patterns.	<b><u>Cat and Mouse (Y2)</u></b> Compose a soundtrack to a clip of a silent film, understand dynamics and notes of different duration and pitch.	<b><u>Who stole my chickens and my hens? (Y1)</u></b> Compose new lyrics and create short body percussion patterns to accompany the song, create short rhythms, mark rests and sing in low and high voices.	<b><u>Whole-class tuned percussion</u></b> Children will have the opportunity to learn a musical instrument.			
<b>Ash – Y3/4</b>	<b><u>Just three notes (Y3)</u></b> Learn how to make simple, yet effective, music with three pitches (C-D-E) and	<b><u>Spain (Y4)</u></b> Play repeating rhythmic patterns, count musically, invent a	<b><u>Chilled-out clap rap (Y3)</u></b> Create rhythm patterns using musical notation and transfer to tuned instruments. Rap accurately and rhythmically.	<b><u>Whole-class tuned percussion</u></b> Children will have the opportunity to learn a musical instrument.			<b><u>Fly with the stars (Y3)</u></b> Play the chords of Fly with the stars on tuned percussion, sing solo or in a pair and respond to and recognise musical notation.	<b><u>Play</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.		

	four rhythmic durations.	melody, fit two patterns together and structure musical ideas into their own compositions.					
<b>Oak – Y5/6</b>	<b><u>Whole-class tuned percussion</u></b> Children will have the opportunity to learn a musical instrument.		<b><u>Madina tun nabi (Y5)</u></b> Improvise over a drone, sing in two parts, a round and accompany themselves with a beat, play a drone and chords.	<b><u>Building a groove (Y5)</u></b> Understand how a drum pattern, bass line and riff fit together and identify them using body percussion and voices.	<b><u>Epoca (Y5)</u></b> Understand how different instrumental parts interact to create texture and gain an understanding of the Argentine Tango.	<b><u>Ain't gonna let nobody (Y6)</u></b> Improvise over chords C minor and G7, sing and play chords on tuned percussion and develop an understanding of the origins, history and social context of a song.	<b><u>Play</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.

Year B – 2025/26	Autumn		Spring			Summer			
Fir – Nursery & Reception	1 <b><u>This is me (Nur)</u></b> Explore who we are – how old we are, our families, our likes and dislikes and what makes us special and unique through music.	2 <b><u>Nativity</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.	1 <b><u>Bird spotting: Cuckoo polka (Rec)</u></b> Vocal play, develop a sense of beat, active listening skills and enjoy music.	<b><u>Shake my sillies out (Rec)</u></b> Create a sound story, sing an action song with changes in speed, play percussion instruments and perform the story as a class.	2 <b><u>Up and down (Rec)</u></b> Make up new lyrics and actions, sing and play a rising melody and use appropriate hand actions to mark a changing pitch.	<b><u>Five fine bumble bees (Rec)</u></b> Improvise a vocal/physical soundscape, sing in call-and-response, play an accompaniment on tuned and untuned percussion and listen to a piece of classical music.	1 <b><u>I've got feelings (Nur)</u></b> Explore feelings and emotions through music and sounds.	2 <b><u>Slap clap clap (Rec)</u></b> Compose a three-beat body percussion pattern, sing in melody and play on percussion instruments.	<b><u>Bow, bow, bow Belinda (Rec)</u></b> Invent and perform actions for new verses, sing a song and play while performing and listen and discuss folk songs.
	Elm – Y1/2	<b><u>Tony Chestnut (Y2)</u></b> Pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments.	<b><u>Nativity</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.	<b><u>Dancing and drawing to Nautilus (Y1)</u></b> Respond to musical signals and musical themes, develop awareness of duration, perform actions and create art work.	<b><u>Cat and Mouse (Y1)</u></b> Improvise rhythms and read and write them in simple notation and musical elements.	<b><u>Grandma rap (Y2)</u></b> Compose 4-beat patterns to create rhythmic accompaniments using a looping app. Learn a clapping sound and show crotchet and quavers.	<b><u>Whole-class tuned percussion</u></b> Children will have the opportunity to learn a musical instrument.		

<p><b>Ash – Y3/4</b></p>	<p><b><u>I've been to Harlem (Y3)</u></b> Children will invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round and compose ostinato accompaniments.</p>	<p><b><u>This little light of mine (Y4)</u></b> Children will improvise with the voice on the notes of the pentatonic scale, sing in a Gospel style with expression and dynamics, play a bass part and rhythm ostinato to the track and listen and move in time to songs in a Gospel style.</p>	<p><b><u>Whole-class tuned percussion</u></b> Children will have the opportunity to learn a musical instrument.</p>	<p><b><u>Global pentatonics (Y4)</u></b> Compose a pentatonic melody and patterns, use notation to represent musical ideas and compare music extracts.</p>	<p><b><u>The horse in motion (Y4)</u></b> Create ostinatos, layer up different rhythms, create and follow a score and analyse the musical context of a film.</p>	<p><b><u>Play</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.</p>
<p><b>Oak – Y5/6</b></p>	<p><b><u>Whole-class tuned percussion</u></b> Children will have the opportunity to learn a musical instrument.</p>	<p><b><u>Dona nobis pacem (Y6)</u></b> Pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation.</p>	<p><b><u>Baloo baleerie (Y5)</u></b> Compose a gentle melody inspired by lullabies, play an accompaniment using tuned percussion and understand the difference between 3/4 and 4/4 time signatures.</p>	<p><b><u>Race (Y6)</u></b> Create an accompaniment, extended melody and experiment with harmony and structure ideas.</p>	<p><b><u>Exploring identity through song (Y6)</u></b> Identify ways songwriters convey meaning, identity and expression, identify different elements of a song structure and different ways rhythms work.</p>	<p><b><u>Play</u></b> Children will have the opportunity to perform in a Key Stage performance as an ensemble.</p>