

Music Overview

Curriculum Intent

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Redlands, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Curriculum Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the Leicestershire Music Scheme of work, as well as the weekly singing assemblies, various concerts and performances, musical clubs and teaching from specialist music teachers. The elements of pulse, rhythm and technology, structure and form are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Curriculum Impact

As a result of our curriculum, children at Redlands will:

- have opportunities to listen to, engage with and develop an appreciation for music
- experiment with tuned and un-tuned instruments in their lessons and have opportunities to further interests through extra-curricular music activities
- develop an understanding of a wide range of musical genres through engagement
- have opportunities to listen to live music through our specialist teachers and other experiences such as workshops and concerts

Children learn musically, both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Children are enthused and engaged in a wide variety of music activities. Opportunities to perform outside of school and within our local environment ensure our children understand the significance and place of music within the wider world. Children are excited and inspired to participate in Christmas and end of year 'Redlands' performances

Sequence of Learning

Year Group	Subject Context (National Curriculum/ EYFS Framework)
EYFS	<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. <p>Physical Development</p> <p>Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
Year 1	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Year 2	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Year 3	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, 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 traditions and from great composers and musicians • develop an understanding of the history of music.
Year 4	
Year 5	
Year 6	

Disciplinary Knowledge Progression

Year	Playing & Performing	Singing	Composing	Structure	Appraising
EYFS	<ul style="list-style-type: none"> Imitate movements in response to music Keep a steady pulse with some accuracy (eg clapping, marching, tapping) Explore, respond and identify long and short sounds. Create a piece of music using long and short sounds. Comment on own and other people's performances. 	<ul style="list-style-type: none"> Sing songs, which contain a small range of notes (2 or 3 notes for example). Take turns when singing and be a good listener. Perform actions to accompany songs. 	<ul style="list-style-type: none"> Explore rhythm through play Begin to use pictures and images to represent sounds Keep a steady pulse with some accuracy while playing Begin to recognise changes in tempo Comment on own and other people's performances 		
1	<ul style="list-style-type: none"> Create, explore, respond and identify long and short sounds. Keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments) Create a group performance using instruments to keep the pulse or play a rhythm Comment on own and other people's performances 	<ul style="list-style-type: none"> Sing and perform songs which contain a small range of notes with growing confidence. Follow performance instructions including starting and stopping with accuracy. Recognise when the pitch of a song gets higher or lower Use actions and dynamics to enhance performance 	<ul style="list-style-type: none"> Play along to the pulse and maintain a steady tempo Confidently copy given rhythms Demonstrate and explain the difference between pulse and rhythm Use graphic notation to record rhythms Perform as part of a group and play rhythms in time 	<ul style="list-style-type: none"> Demonstrate an understanding of simple musical structure Use technology to create and change sounds Comment on own and other people's performances using Yr 1 vocabulary learnt 	
2	<ul style="list-style-type: none"> Play/chant with a good sense of pulse Respond to visual and aural cues Perform using graphic notation Read stick notation to represent crotchets, paired quavers and crotchet rests Compose my own piece using stick notation for crotchets, paired quavers and crotchet rests Perform my composition as part of a group in time to the pulse Comment on own and other people's performances using Yr 2 vocabulary learnt 	<ul style="list-style-type: none"> Sing, with accuracy, within a range of notes. Follow and use performance instructions (including starting, stopping, dynamics and tempo). Recognise and demonstrate the link between pitch and shape using graphic notation. 	<ul style="list-style-type: none"> Recognise rhythmic patterns found in speech and songs Demonstrate the difference between pulse and rhythm through physical movement, playing and singing Perform with a good sense of pulse and rhythm Use stick notation to record rhythms 	<ul style="list-style-type: none"> Listen to, and make observations about, a variety of live and recorded music Experiment changing and combining sounds through technology Create and perform simple rhythms following a given structure Comment on own and other people's performances 	

Disciplinary Knowledge Progression

Year	Playing & Performing	Singing	Composing	Structure	Appraisal
3	<p>Sing and play confidently, maintaining a steady pulse</p> <ul style="list-style-type: none"> • Apply word chants to rhythms and link each syllable to a musical note • Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests • Maintain a part in a piece and respond to visual and aural cues. • Comment on own and other people's performances using Yr 3 vocabulary learnt 	<p>Sing fluently in unison and pitch match accurately.</p> <ul style="list-style-type: none"> • Maintain my own part when singing a song with more than one part, following performance directions. • Use expression, dynamics and actions to enhance my vocal performance 	<p>Play rhythms from graphic notation or simple standard notation</p> <ul style="list-style-type: none"> • Play rhythms confidently while maintaining a consistent pulse • Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments. • Take part in a performance, following musical signals and maintain a strong sense of pulse 	<p>Listen to and use features of music from other traditions, genres and times</p> <ul style="list-style-type: none"> • Compose following the basic sections of song structure • Use technology to create, change and combine sounds • Comment on own and other people's performances using Yr 3 vocabulary learnt 	<p>Identify and appraise the features of:</p> <ul style="list-style-type: none"> • country • Big band • Beatboxing • Contemporary folk • Disco • Music from films • Modern Bhangra • House • Reggae • Rock and Rol • Pop • Jazz • Hip hop • Swing
4	<ul style="list-style-type: none"> • Play confidently and fluently, maintaining a steady pulse. • Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones • Maintain an independent part in a small group when playing or singing (drone, ostinato, ground bass) • Follow basic symbols for standard and graphic notation. • Comment on own and other people's performances using Yr 4 vocabulary learnt 	<p>Sing with an awareness of breathing and pronunciation.</p> <ul style="list-style-type: none"> • Sing fluently in unison or parts and pitch match accurately. • Maintain own part when singing in multiple parts, accurately following performance directions. 	<ul style="list-style-type: none"> • Create and perform different rhythms and play them confidently within a set structure. • Confidently maintain an independent part while playing an instrument in a small group • Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse • Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse. 	<ul style="list-style-type: none"> • Recognise, respond and use multiple sections within song structure • Use voice, sounds, technology and instruments in creative ways • Comment on my own and other people's performances using Yr 4 vocabulary learnt 	

Disciplinary Knowledge Progression

Year	Playing and performing	Singing	Composing	Structure	Appraisal
5	<ul style="list-style-type: none"> • Sing / Play confidently, identifying and maintaining a strong sense of pulse. • Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation. • Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves. • Maintain an independent part in a group with accuracy when playing. • Comment on own and other people's performances using Yr 5 vocabulary learnt 	<p>Sing and maintain an independent part with increasing awareness of other parts.</p> <ul style="list-style-type: none"> • Experiment and perform sounds made by voice. 	<p>Use a variety of timbres and techniques when creating and playing music</p> <ul style="list-style-type: none"> • Use and respond to basic musical symbols including standard notation • Create and play contrasting rhythms within a range of time signatures • Maintain a rhythmic part in a group performance with an awareness of structure 	<p>Use and identify key features of basic musical structure</p> <ul style="list-style-type: none"> • Use some musical devices when creating and playing music using voice, sounds, technology and instruments • Comment on own and other people's performances using Yr 5 vocabulary learnt 	<p>Identify and appraise the features of:</p> <ul style="list-style-type: none"> • country • Big band • Beatboxing • Contemporary folk • Disco • Music from films • Modern Bhangra • House • Reggae • Rock and Rol • Pop • Jazz • Hip hop • Swing
6	<ul style="list-style-type: none"> • Sing / Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time. • Play in regular (2/4 , 3/4, 4/4) and irregular (7/4, 5/4) timings. • Maintain an independent part in a group when singing or playing with an awareness of other parts / performers. • Follow staff and other notations through singing and playing short passages of music. • Comment on own and other people's performances using Yr 6 vocabulary learnt 	<p>Experiment with and refine sounds with voice.</p> <ul style="list-style-type: none"> • Maintain an independent part in a performance. 	<p>Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</p> <ul style="list-style-type: none"> • Read, play and identify short passages of rhythms using standard notation. • Interpret a graphic score and use it to perform. • Confidently maintain a part in a group performance including a variety of rhythms 	<p>Listen to and evaluate a variety of music from different genres, cultures and times.</p> <ul style="list-style-type: none"> • Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments • Create music with an understanding of structure • Comment on own and other people's performances using Yr 6 vocabulary learnt 	

Substantive Concept Progression

Year Group	Pulse	Voice	Rhythm	Technology, structure and form	20 th Century Music
EYFS					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					



EYFS	Leicestershire Music Scheme of Work		
Substantive Concepts	Pulse	Voice	Rhythm
Substantive Knowledge	<p>Begin to understand pulse as the regular ‘heartbeat of the music’, knowing that this can change during a piece of music according to changes in tempo.</p> <ul style="list-style-type: none"> • Begin to understand that tempo means how fast or slow music is • Know that sounds can be described as short and long • Know the meaning of the following vocabulary: 	<p>Begin to understand pulse as the regular ‘heartbeat of the music’, knowing that this can change during a piece of music according to changes in tempo.</p> <ul style="list-style-type: none"> • Begin to understand that tempo means how fast or slow music is • Know that sounds can be described as short and long • Know the meaning of the following vocabulary: 	<p>Begin to understand that rhythm can link to syllables and words.</p> <p>Understand that rhythm is different to pulse</p> <p>Understand that symbols or pictures can be used as a graphic notation to record musical ideas.</p> <p>Knowing the meaning of the following voa</p>

Year 1	Leicestershire Music Scheme of Work		
Substantive Concepts	Pulse	Voice	Rhythm
Substantive Knowledge	<p>Understand pulse as the regular ‘heartbeat of the music’, knowing that this can change during a piece of music according to changes in tempo.</p> <p>Understand that tempo means how fast or slow music is and describe changes within a piece</p> <p>Begin to understand the difference between rhythm and pulse</p> <p>Know the meaning of selected vocabulary</p>	<p>Understand that actions can help to keep the pulse</p> <p>Know that they need to warm up their voices before singing</p> <p>Know the meaning of selected vocabulary</p> <p><i>Covered in singing assemblies and performances.</i></p>	<p>Understand the difference between rhythm and pulse</p> <p>Know that graphic notation is a way of notating rhythm</p> <p>Know the meaning of selected vocabulary:</p> <p>Graphic notation Ostinato Pulse Rhythm Temp</p>

Substantive Knowledge

Year 2	Leicestershire Music Scheme of Work	
Substantive Concepts	Pulse	Voice
Substantive Knowledge	<p>Understand the difference between rhythm and pulse</p> <p>Understand that tempo can change within a piece.</p> <p>Begin to know that beats can be grouped together (often beats of 4 but sometimes other groupings).</p> <p>Know the stick notation for crotchets, paired quavers and a crotchet rest.</p> <p>Know the meaning of selected vocabulary.</p>	<p>Know that there are different types of vocal arrangements (e.g. Capella, harmony).</p> <p>Understand that graphic symbols can be used to show the shape of a melody line.</p> <p>Know how performance signals relate to musical elements (e.g. dynamics, tempo).</p> <p>Know the meaning of selected vocabulary.</p> <p><i>Covered in singing assemblies and performances.</i></p>

Year 2	Leicestershire Music Scheme of Work	
Substantive Concepts	Rhythm	Technology, structure and form.
Substantive Knowledge	<p>Know that a 'March' is usually in 2/4 time which means 2 beats to a bar.</p> <p>Know what stick notation represents.</p> <p>Understand the difference between rhythm and pulse.</p> <p>Know the meaning of selected vocabulary.</p>	<ul style="list-style-type: none"> • Understand verse/ chorus structures • Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making • Know that stick notation can be used to record rhythms • Know the meaning of the following vocabulary:

Substantive Knowledge

Year 3	Leicestershire Music Scheme of Work	
Substantive Concepts	Pulse	Voice
Substantive Knowledge	<ul style="list-style-type: none"> • Know the difference between rhythm and pulse • Explain why it can be important to maintain a steady pulse • Understand that ostinatos are used to create rhythmic patterns • Understand the relationship between crotchets and paired quavers and the musical symbols for these and a crotchet rest • Recognise that words can create rhythmic patterns 	<ul style="list-style-type: none"> • Know that alignment (posture) can affect performance • Understand the structure of Verse and Chorus songs • <i>Covered in singing assemblies and performances.</i>

	Leicestershire Music Scheme of Work		
Substantive Concepts	Rhythm	Technology, Structure & Form	20 th Century Music
Substantive Knowledge	<ul style="list-style-type: none"> • Begin to know the difference between rhythms on the beat and rhythms off the beat (syncopated) • Know standard notation for crotchets, paired quavers and crotchet rests 	<ul style="list-style-type: none"> • Begin to know what basic song structure looks like • Understand that different software programmes and apps can be combined to capture and alter sound and enhance live music making 	<ul style="list-style-type: none"> • Know features of some different musical genres: House/Reggae/ Rock and Roll • Know the meaning of the following vocabulary: beat; dynamics; genre; harmony; improvisation; lyrics; melody; natural note; pulse; rapping; rhythms; solos; standard notation. • <i>Covered in singing assemblies and performances.</i>

Substantive Knowledge

Year 4	Leicestershire Music Scheme of Work	
Substantive Concepts	Pulse	Voice
Substantive Knowledge	<ul style="list-style-type: none"> • Know that a drone can be used to keep the pulse • Recognise and name standard notation for crotchets, paired, quavers, crotchet rests and minims • Understand that a pentatonic scale is built on 5 notes • Know that ostinatos can be rhythmic or melodic • Begin to understand that rhythms can be played on the beat or off-beat (syncopated) 	<ul style="list-style-type: none"> • Know that many traditional songs use the pentatonic scale • Know that melody lines can be created from one or more phrases • <i>Covered in singing assemblies and performances.</i>

Year 4	Leicestershire Music Scheme of Work		
Substantive Concepts	Rhythm	Technology, Structure & Form	20 th Century Music
Substantive Knowledge	<ul style="list-style-type: none"> • Understand between minims, crotchets, paired quavers • Music can be created through body percussion. 	<ul style="list-style-type: none"> • What song structure looks like • Letters can be used to represent each different section of song structure • A range of audio effects can be used to enhance music 	<ul style="list-style-type: none"> • Know features of some different musical genres • Know the meaning of the following vocabulary: beat; dynamics; genre; harmony; improvisation; lyrics; melody; natural note; pulse; rapping; rhythms; solos; standard notation • <i>Covered in singing assemblies and performances.</i>

Substantive Knowledge

Year 5	Leicestershire Music Scheme of Work		
Substantive Concepts	Pulse	Voice	
Substantive Knowledge	<ul style="list-style-type: none"> • Know that graphic notation can relate to standard notation • Know the names and durations of crotchets, paired quavers, minims and semibreves • Understand that music can be structured into blocks with differing textures • Know the meaning of the following vocabulary: 	<ul style="list-style-type: none"> • Know that songs can be notated using graphic or standard notation • Begin to know the names of the notes on the treble clef stave <p><i>Covered in singing assemblies and performances.</i></p>	
	Leicestershire Music Scheme of Work		
Substantive Concepts	Rhythm	Technology, Structure & Form	20 th Century Music
Substantive Knowledge	<ul style="list-style-type: none"> • Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Know how time signatures change the beats per bar 	<ul style="list-style-type: none"> • Know what song structure looks like • Understand that letters can be used to represent each different section of song structure • Know that a range of audio effects can be used to enhance music in Bandlab 	<p>.Know features of some different musical genres: Jazz / Expressionism / Film Music</p> <p>Know the meaning of the following vocabulary: beat; chord; dj-ing; dynamics; genre; harmony; improvisation; lyrics; melody; natural note; ostinato; phasing; pulse; rapping; rhythms; samples; solos; standard notation; swung; tempo; textures.</p> <p><i>Covered in singing assemblies and performances.</i></p>

Substantive Knowledge

Year 6	Leicestershire Music Scheme of Work	
Substantive Concepts	Pulse	Voice
Substantive Knowledge	<ul style="list-style-type: none"> Know that beats can be played in irregular groupings and that the time signature tells us the groupings Understand the relationship between semiquavers and other notation learnt Know the meaning of selected vocabulary: crotchet; crotchet rest; drone; dynamics; improvise; minim; ostinato; paired quavers; pentatonic; pulse; rhythm; semibreve; semiquaver; tempo; time signature; triplets. 	<ul style="list-style-type: none"> Know that phrases can be sung legato or staccato for different effects Know that songs can be notated using graphic or standard notation Know that lyrics can be used to tell a story Know the meaning of the following vocabulary: dynamics; graphic score; harmony; legato; lyrics; melody; pitch; pulse; rallentando; scale; staccato; stave; staff; tempo; unison; verse; chorus. <i>Covered in singing assemblies and performances.</i>

Substantive Concepts	Rhythm	Technology, Structure & Form	20 th Century Music
Substantive Knowledge	<ul style="list-style-type: none"> Know that a groove can form the basis over which improvisations can be tried out Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Know how a piece of music can be structured into ternary form Recognise how instruments can be played in different ways to create different timbres Know the meaning of the following vocabulary: crotchet; dynamics; graphic notation; groove; improvise; melody; minim; ostinato; pulse; quaver; rhythm; semiquaver; semibreve; standard notation; syncopation; tempo; ternary form; texture; timbre. 	<ul style="list-style-type: none"> Know what song structure looks like Understand that letters can be used to represent each different section of song structure Know that a range of audio effects can be used to enhance music in Bandlab Recognise how instruments can be played in different ways to create different timbres Know the meaning of the following vocabulary: audio effects; audio recording; bar; bridge; coda; crotchet; dynamics; intro; key signatures; loops; lyrics; music technology; outro; paired quavers; pre-chorus; pulse; rap; rhythm; song structure; tempo; texture; verse; chorus. 	<ul style="list-style-type: none"> Know features of some different musical genres: Hip hop / Minimalism / Wartime music (swing) Know the meaning of the following vocabulary: beat; chord; dj-ing; dynamics; genre; harmony; improvisation; lyrics; melody; natural note; ostinato; phasing; pulse; rapping; rhythms; samples; solos; standard notation; swung; tempo; textures. <i>Covered in singing assemblies and performances.</i>