



# MUSIC CURRICULUM

*West Meadows Primary School*

INTENT: KNOWLEDGE, SKILLS & THE NATIONAL CURRICULUM





## CHALLENGING, EXCITING, ENJOYABLE & RELEVANT

Our approach to the Music curriculum ensures that it is taught discretely to ensure depth and rigour. Underpinned by the accelerated learning approach to teaching and learning, the West Meadows progressive curriculum document supports the progression of substantive content and concepts, which have been carefully selected and well-sequenced, so a child should know more and revisit knowledge and concepts to ensure depth and rigour over time. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain. This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the schema for Music.

Our music curriculum set out pathways for progression that enables pupils to develop their musical knowledge. As a result, the progress of children in music requires them to develop musically across 3 pillars that interrelate in musicianship: *'Technical'* development for pupils to translate their intentions successfully into sound. *'Constructive'* development for pupils to understand how musical components come together both analytically and in the creative process. *'Expressive'* development to allow children to focus on the more indefinable aspects of music: quality, meaning and creativity.

At West Meadows, we have segmented these pillars further to scaffold and support pupils development in music into 6 key areas:

## SINGING, LISTENING, COMPOSING, MUSICIANSHIP, PERFORMING AND MUSICAL HISTORY

Our musical curriculum content supports pupils in developing these 3 essential pillars, which in turn support the activities of performing, composing and listening. As a result, the Music curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs.

The intent of our Music curriculum is to provide a comprehensive and engaging musical education that aligns with the Model Music Curriculum (MMC) introduced in 2021. Our aim is to ensure that all pupils have the opportunity to perform, listen to, review and evaluate music across a wide range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Through a structured and sequential approach, we will develop pupils' skills in listening and appraising, fostering a deep understanding and appreciation of diverse musical genres throughout history. Each half term will culminate in high-quality end outcomes, allowing students to showcase their musical growth and creativity. By incorporating the three pillars of technical development, constructive development and expressive development, we will provide a robust and direct music education that not only meets national curriculum standards but also nurtures a lifelong love and appreciation for music in all its forms.

A unique feature of our curriculum is the 'West Meadows Playlist', a carefully curated collection of music that takes children on a well-planned journey through time, exposing them to a wide range of musical styles and eras. This playlist ensures that all children, regardless of their background or prior musical experience, have the opportunity to engage with a rich tapestry of musical heritage during their time with us.

## IMPLEMENTATION: ACCELERATED LEARNING





## **BUILDING PROGRESSIVELY ON TAUGHT SKILLS**

At West Meadows, lessons of music will be taught discretely to ensure depth and rigour in concepts and context. The Music curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge.

Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. This helps pupils to pay attention to the content which they are expected to learn. Adaptations to support individual pupils will be recorded on personal school support plans.

Pupils specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory. Time is also planned to ensure pupils with SEND are pre taught instructions and vocabulary to support their understanding.

IMPACT: ASSESSMENT





# KNOWING MORE AND REMEMBERING MORE

Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching.

Through this regular ongoing assessment, tasks are matched to the ability of each child through adapted activities and including adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.



**OUR PROGRESSIVE  
CURRICULUM** 

Music Curriculum in EYFS			
<b>Expressive arts and design (educational programme) being imaginative and expressive:</b> The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe			
Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> <li>Show attention to sounds and music</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs (0-3).</li> </ul>	<ul style="list-style-type: none"> <li>Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.</li> <li>Provide babies, toddlers, and young children with a range of different types of singing, sounds and music from diverse cultures.</li> <li>Allowing children to move their bodies to different music including pre-recorded such as wake up shake up.</li> </ul>		Children in EYFS learn at different rates and abilities through: <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things, and 'have a go'.</li> </ul>
<ul style="list-style-type: none"> <li>Explore their voices and enjoy making sounds.</li> <li>Join in with songs and rhymes.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of sound makers and instruments and play them in different ways.</li> <li>Enjoy and take part in action songs (0-3).</li> </ul>	<ul style="list-style-type: none"> <li>Include songs to go with routines. E.g., hello everyone, days of the week song.</li> <li>Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.</li> <li>Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody, and actions off by heart.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a range of well-known nursery rhymes and songs.</li> <li>I can copy basic rhythm patterns of nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> </ul>
<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard expressing their thoughts and feelings.</li> <li>Remember and sing entire songs (3-4).</li> </ul>	<ul style="list-style-type: none"> <li>Play, share and perform a wide variety of music and songs from different cultures and historical periods. --Play sound-matching games.</li> <li>Environmental sounds in phonics e.g. guessing the instrument by listening to the sound.</li> <li>Repetitive sing songs through performances e.g. Christmas singalong.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing along to pre-recorded songs and add actions</li> <li>I can identify simple songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>
<ul style="list-style-type: none"> <li>Sing the pitch of a tone sung by another person (pitch match).</li> <li>Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs (3-4).</li> </ul>	<ul style="list-style-type: none"> <li>When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain (aio)' uses a smaller pitch (high/low) range than many traditional nursery rhymes.</li> <li>Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.</li> <li>Sing slowly, so that children clearly hear the words and the melody of the song.</li> <li>Using one-syllable sounds such as 'Ta'. Clap or tap to the pulse of songs or music and encourage children to do this.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore high and low using voices and characters within a song</li> <li>I can invent a pattern using one pitch notes</li> </ul>	
<ul style="list-style-type: none"> <li>Create own songs or improvise a song around one they know (3-4).</li> <li>Play instruments with increasing control to express their feelings and ideas (3-4).</li> </ul>	<ul style="list-style-type: none"> <li>Offering children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</li> <li>Encourage children to experiment with different ways of playing instruments, have these accessible in indoor and outdoor areas. Outdoor music to be on a larger scale e.g. making music on large bins, tapping out beats, twigs along fences, pots pans and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to recorded and live performances of nursery rhymes and simple songs</li> </ul>	
<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings (4-5).</li> </ul>	<ul style="list-style-type: none"> <li>Giving children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.</li> <li>Inviting musicians in to play music to children and talk about it. Look at different artists on YouTube and explore how their music is different and why.</li> <li>Offer opportunities for children to go to a live performance, such as a pantomime, play, music, or dance performance. Provide related costumes and props for children to incorporate into their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>I can move in time with music e.g. dancing and marching</li> </ul>	
<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups (4-5).</li> </ul>	<ul style="list-style-type: none"> <li>Pitch matching games e.g. humming or singing short phrases for children to copy. Use songs with and without words.</li> <li>Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.</li> <li>Poetry basket, learning new poems regularly and giving opportunities to children to perform this independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing along with a backing track</li> <li>I can perform songs and rhymes with others</li> </ul>	
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems, and stories with others and (when appropriate) try to move in time with music.</li> </ul>			

## Music Curriculum Progression Document for Early Years

Assessment Criteria-Incerts	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>NC: Singing</b>  <b>INCERTS:</b> Singing (a)	<p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can sing along to pre-recorded songs and add actions.</p> <p>I can sing along with a backing track.</p>	<p>I can sing simple songs, chants and <i>rhymes</i>.</p> <p>I can sing collectively at the same <i>pitch</i> and count in.</p> <p>I can sing songs with a range of no more than three notes (<i>including pentatonic songs</i>).</p> <p>I can sing a range of call and response songs.</p> <p>I can control vocal pitch and match pitch accurately.</p>	<p>I can sing songs with a <b>pitch range</b> of no more than five notes (<i>do-so</i>).</p> <p>I can sing songs with a small <b>pitch range</b> (e.g. <i>Rain, Rain Go Away</i>).</p> <p>I can demonstrate <b>dynamics</b> (<i>loud/quiet</i>) and <b>tempo</b> (<i>fast/slow</i>) when singing.</p> <p>I can demonstrate dynamics and tempo responding to the leaders directions and visual symbols.</p>	<p>I can sing a range of unison songs of varying styles with a pitch range of five notes (<i>do-so</i>) tunelessly and with expression.</p> <p>I can perform <b>forte</b> and <b>piano</b> (loud and soft).</p> <p>I can perform actions confidently and in time to a range of action songs (e.g. <i>Head and Shoulders</i>).</p> <p>I can walk, move or clap a steady beat with others.</p> <p>I can change the speed of the <b>beat</b> as the <b>tempo</b> of the music changes.</p> <p>I can perform as a choir in school assemblies.</p>	<p>I can sing a broad range of unison songs with the range of eight notes/<i>octave</i>. (e.g. <i>One More Day – seas shanty</i>).</p> <p>I can sing a range of songs pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>).</p> <p>I can sing rounds and partner songs in different <b>time signatures</b> (2,3 and 4 time).</p> <p>I can begin to sing repertoire with small and large leaps to introduce vocal <b>harmony</b>.</p> <p>I can perform a range of songs in school assemblies.</p>	<p>I can sing a broad range of songs from an extended repertoire.</p> <p>I can observe phrasing, accurate pitching and style.</p> <p>I can sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>I can perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>I can sing a broad range of songs including <b>syncopated rhythms</b> as part of a choir.</p> <p>I can sing three and four part rounds or partner songs and experiment with positioning singers randomly within the group.</p> <p>I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
<b>NC: Listening</b>  <b>INCERTS:</b> Listening (c) Musical Appreciation (f)	<p>I can identify simple songs and rhymes.</p> <p>I can listen to recorded and live performances of nursery rhymes and simple songs.</p>	<p>I can identify the different parts of a song.</p> <p>I can identify <b>pitch</b>.</p> <p>I can listen to recorded and live performances.</p>	<p>I can identify stories within songs.</p> <p>I can identify varying pitch within songs (high or low notes).</p> <p>I can listen to a music and identify the tempo (speed).</p>	<p>I can listen to music and compare <b>pitch</b>.</p> <p>I can listen to music and compare the <b>tempo</b>.</p> <p>I can listen to music and identify the <b>beat</b>.</p>	<p>I can listen to music and identify <b>crescendo</b> and <b>decrescendo</b> (to build or decrease in volume).</p> <p>I can listen to music and identify time signatures (number of beats in a bar).</p>	<p>I can listen to music and recognise verse and chorus sections of a song.</p> <p>I can identify and explain the understanding of the story.</p>	<p>I can listen to music and identify <b>syncopated rhythms</b> (off-beat/reggae music).</p> <p>I can listen to music and identify rounds.</p> <p>I can listen to music and identify the cultural origins and historical importance of songs.</p>

## KS1 & KS2 Music Curriculum Document

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