

Music Curriculum



Cooperative
Education East

Aims of Music at the Cooperative Education East Trust

Please refer to our Curriculum and Rationale document which can be found on our schools' websites.

<https://banham.cee.coop/>, <https://bunwell.cee.coop/>, <https://thompson.cee.coop/>

Our aim, at the Cooperative Education East Trust, is for Music to be fully embedded in every aspect of school life and our aspiration is that every child adopts a lifelong love of music.

Through playing, singing, creating and performing, children will develop confidence, communication skills, thinking and creative skills and improve their emotional well-being. Children will find that music is enjoyable and relaxing. Children will build on skills such as 'determination, resilience, hard-work and bravery' when performing to an audience.

Music lessons are lively and interactive, based on the scheme put together by Kapow. The units of work have been chosen to complement the children's learning, where possible, so links can be made across the curriculum. The children participate in singing, tuned and untuned percussion work, composition, and listening to live and recorded music. All children are taught the skills to be able to compose using musical instruments. When the children are in Year 3 and 4, musical notation is taught through the learning and playing of the glockenspiel/ and or the recorder and children across school are taught correct musical terminology e.g. rhythm, melody, pitch, dynamics.

Staff may choose to use the Charanga music scheme resources to teach the glockenspiel/ recorder if they wish. Links to both schemes of work can be found below.

Singing is a highly important part of our music curriculum. Weekly singing assemblies take place to teach children how to sing with a sense of pitch and melody. They are taught how to warm up their voices, sing in rounds and harmony, and build up a repertoire of songs.

At the Cooperative Education East Trust, we follow the National Curriculum for Music which can be found here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study>

<https://www.kapowprimary.com/subjects/music/>

<https://charanga.com/site/>

We have taken the National Curriculum attainment targets for Music and grouped them into learning lenses in order to align them with our C.A.R.E. vision. As a Trust we ensure we C.A.R.E. and that our children will be Confident, Able to meet future challenges, Responsible members of the community and Effective Learners.

In order to describe Music across the school we have developed a shared language to be used with all learners across each class and year group.

The 5 learning lenses in Music that we use are:

- Performing
- Listening
- Composing
- History of music
- Dimension of music

Curriculum Map

Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Exploring Sound	Celebration Music	Music and Movement	Transport	Musical Stories	Big Band
<u>Year 1/2</u>	N/A	Pitch and Tempo	N/A	Orchestral Instruments	N/A	Music Vocabulary
<u>Year 3/4</u>	N/A	Changes in pitch, tempo and dynamics (Theme: rivers)	N/A	Ballads	N/A	Jazz
<u>Year 5/6</u>	N/A	Composition notation (Theme: Ancient Egypt)	N/A	Dynamics, pitch and texture (Theme: coast – Fingal’s cave by Mendelssohn)	N/A	Musical theatre

Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Exploring Sound	Celebration Music	Music and Movement	Transport	Musical Stories	Big Band
<u>Year 1/2</u>	N/A	Pulse and Rhythm	N/A	Dynamics, timbre, tempo and motifs	N/A	British songs and sounds
<u>Year 3/4</u>	Adapting and transposing motifs (Theme: Romans)	N/A	Rock and Roll	N/A	Developing singing technique (Theme: Vikings)	N/A
<u>Year 5/6</u>	N/A	Songs of World War 2	N/A	Composition to represent the festival of colour (Theme: Holi festival)	N/A	Looping and remixing

Early Years Curriculum

The EYFS framework is structured across seven areas of learning rather than subject areas. Below is a table highlighting how skills taught in Reception feed into the National Curriculum subjects. The EYFS frameworks states that:

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.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Music.

The most relevant statements for Music are taken from the following area of learning:

- Expressive arts and design

There is also a solid link to their development of speaking and listening skills, taken from the ELG for Communication and Language

<u>Early Years Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>
<p><u>Being Imaginative and Expressive</u> Children at the expected level of development will:</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Sing a range of well-known nursery rhymes and songs.</p>	<p>Performing Listening Dimension of music Composing</p>	<p>Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 2 - Big Band</p>
<p><u>Communication and Language</u> Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs</p> <p><u>Listening, Attention and Understanding</u> Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>Performing Listening Dimension of music Composing</p>	<p>Autumn 1 - Exploring Sound Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical Stories Summer 2 - Big Band</p>

<p><u>Understanding the world</u> Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Performing Listening Dimension of music</p>	<p>Autumn 2 - Celebration Music</p>
<p><u>Expressive arts and design</u> 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. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Performing Listening Dimension of music Composing</p>	<p>Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical stories Summer 2 - Big Band</p>
<p><u>Personal, social and emotional development</u> Think about the perspectives of others. Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p>	<p>Performing Listening Dimension of music Composing</p>	<p>Spring 1 - Music and Movement Spring 2 - Musical stories Spring 2 - Transport</p>

Key Stage 1

<u>National Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>	<u>Links with EYFS and KS2</u>
<p>Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Performing Dimension of music</p>	<p>Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle B Autumn 1- Pulse and Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>	<p><u>EYFS</u> Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical Stories Summer 2 - Big Band <u>KS2</u> Year 3/4 Cycle A Autumn 2 - Changes in pitch, tempo and dynamics</p>

			<p>Year 3/4 Cycle A Spring 2 - Ballads</p> <p>Year 3/4 Cycle A Summer 2 - Jazz</p> <p>Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs</p> <p>Year 3/4 Cycle B Spring 1 - Rock and Roll</p> <p>Year 3/4 Cycle B Summer 1 - Developing singing technique</p> <p>Year 5/6 Cycle A Autumn 2 - Composition Notation</p> <p>Year 5/6 Cycle A Spring 2 - Dynamics, Pitch and Texture</p> <p>Year 5/6 Cycle A Summer 2 - Musical Theatre</p> <p>Year 5/6 Cycle B Autumn 2 - Songs of World War 2</p> <p>Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour</p> <p>Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>
<p>Pupils should be taught to: play tuned and untuned instruments musically</p>	<p>Performing Dimension of music</p>	<p>Cycle A Autumn 2 - Pitch and Tempo</p> <p>Cycle A Spring 2 - Orchestral Instruments</p> <p>Cycle A Summer 2 - Musical Vocabulary</p> <p>Cycle B Autumn 1 - Pulse and Rhythm</p> <p>Cycle B Spring 1 - Dynamics, timbre, tempo and motifs</p> <p>Cycle B Summer 1 - British songs and sounds</p>	<p><u>KS2</u></p> <p>Year 3/4 Cycle A Autumn 2 - Changes in pitch, tempo and dynamics</p> <p>Year 3/4 Cycle A Spring 2 - Ballads</p> <p>Year 3/4 Cycle A Summer 2 - Jazz</p> <p>Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs</p> <p>Year 3/4 Cycle B Spring 1 - Rock and Roll</p> <p>Year 3/4 Cycle B Summer 1 - Developing singing technique</p> <p>Year 5/6 Cycle A Autumn 2 - Composition Notation</p> <p>Year 5/6 Cycle A Spring 2 - Dynamics, Pitch and Texture</p> <p>Year 5/6 Cycle A Summer 2 - Musical Theatre</p> <p>Year 5/6 Cycle B Autumn 2 - Songs of World War 2</p> <p>Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour</p> <p>Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>
<p>Pupils should be taught to: listen with concentration and</p>	<p>Listening Dimension of music</p>	<p>Cycle A Autumn 2 - Pitch and Tempo</p> <p>Cycle A Spring 2 - Orchestral Instruments</p> <p>Cycle B Autumn 1- Pulse and</p>	<p><u>EYFS</u></p> <p>Autumn 1 - Exploring Sound</p> <p>Autumn 2 - Celebration Music</p> <p>Spring 1 - Music and Movement</p> <p>Spring 2 - Transport</p>

<p>understanding to a range of high-quality live and recorded music</p>		<p>Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>	<p>Summer 1 - Musical Stories Summer 2 - Big Band</p> <p><u>KS1</u> Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Summer 1 - Developing singing technique Year 3/4 Cycle B Spring 1 - Rock and Roll Year 5/6 Cycle A Autumn 2 - Composition Notation Year 5/6 Cycle B Autumn 2 - Songs of World War 2 Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>
<p>Pupils should be taught to: experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Composing Dimension of music</p>	<p>Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle A Summer 2 - Musical Vocabulary Cycle B Autumn 1- Pulse and Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>	<p><u>EYFS</u> Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical Stories Summer 2 - Big Band</p> <p><u>KS2</u> Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Summer 1 - Developing singing technique Year 5/6 Cycle A Autumn 2 - Composition Notation Year 5/6 Cycle A Spring 2 - Dynamics, Pitch and Texture Year 5/6 Cycle A Summer 2 - Musical Theatre Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

<u>National Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>	<u>Links with EYFS and KS1</u>
<p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Performing Dimension of music</p>	<p>Year 3/4 Cycle A Autumn 2 - Changes in pitch, tempo and dynamics Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Spring 1 - Rock and Roll Year 3/4 Cycle B Summer 1 - Developing singing technique Year 5/6 Cycle A Autumn 2 - Composition Notation Year 5/6 Cycle A Spring 2 - Dynamics, Pitch and Texture Year 5/6 Cycle A Summer 2 - Musical Theatre Year 5/6 Cycle B Autumn 2 - Songs of World War 2 Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>	<p><u>EYFS</u> Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical Stories Summer 2 - Big Band</p> <p><u>KS1</u> Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle A Summer 2 - Musical Vocabulary Cycle B Autumn 1- Pulse and Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>
<p>Pupils should be taught to: Improve and compose music for a range of purposes, using the inter-related dimensions of music</p>	<p>Composing Dimension of music</p>	<p>Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Summer 1 - Developing singing technique Year 5/6 Cycle A Autumn 2 - Composition Notation Year 5/6 Cycle A Spring 2 - Dynamics, Pitch and Texture Year 5/6 Cycle A Summer 2 - Musical Theatre Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>	<p><u>EYFS</u> Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 -Transport Summer 1 - Musical Stories Summer 2 - Big Band</p> <p><u>KS1</u> Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle A Summer 2 - Musical Vocabulary Cycle B Autumn 1- Pulse and Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>

<p>Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listening Dimension of music</p>	<p>Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Summer 1 - Developing singing technique Year 3/4 Cycle B Spring 1 - Rock and Roll Year 5/6 Cycle A Autumn 2 - Composition Notation Year 5/6 Cycle B Autumn 2 - Songs of World War 2 Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>	<p><u>EYFS</u> Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical Stories Summer 2 - Big Band</p> <p><u>KS1</u> Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle B Autumn 1- Pulse and Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>
<p>Pupils should be taught to: use and understand staff and other musical notations</p>	<p>Performing Composing Dimension of music</p>	<p>Year 3/4 Cycle A Autumn 2 - Changes in pitch, tempo and dynamics Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Spring 1 - Rock and Roll Year 3/4 Cycle B Summer 1 - Developing singing technique Year 5/6 Cycle A Autumn 2 - Composition Notation Year 5/6 Cycle A Summer 2 - Musical Theatre Year 5/6 Cycle B Autumn 2 - Songs of World War 2 Year 5/6 Cycle B Spring 2 - Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing</p>	<p>This is introduced in KS1 through the following units but more emphasis is put on learning staff notation in KS2</p> <p><u>KS1</u> Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle A Summer 2 - Musical Vocabulary Cycle B Autumn 1 - Pulse and Rhythm Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds</p>
<p>Pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listening History of music Dimension of music</p>	<p>Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Autumn 1 - Adapting and transposing motifs Year 3/4 Cycle B Spring 1 - Rock and Roll Year 5/6 Cycle A Spring 2 - Dynamics, Pitch and Texture Year 5/6 Cycle A Summer 2 - Musical Theatre Year 5/6 Cycle B Autumn 2 - Songs of World War 2 Year 5/6 Cycle B Spring 2 -</p>	<p><u>EYFS</u> Autumn 1 - Exploring Sound Autumn 2 - Celebration Music Spring 1 - Music and Movement Spring 2 - Transport Summer 1 - Musical Stories Summer 2 - Big Band</p> <p><u>KS1</u> Cycle A Autumn 2 - Pitch and Tempo Cycle A Spring 2 - Orchestral Instruments Cycle B Autumn 1- Pulse and Rhythm</p>

		Composition to represent the Festival of Colour Year 5/6 Cycle B Summer 2 - Looping and Remixing	Cycle B Spring 1 - Dynamics, timbre, tempo and motifs Cycle B Summer 1 - British songs and sounds
Pupils should be taught to: Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	History of music Dimension of music	Year 3/4 Cycle A Autumn 2 - Changes in pitch, tempo and dynamics Year 3/4 Cycle A Spring 2 - Ballads Year 3/4 Cycle A Summer 2 - Jazz Year 3/4 Cycle B Spring 1 - Rock and Roll Year 5/6 Cycle A Summer 2 - Musical Theatre Year 5/6 Cycle B Autumn 2 - Songs of World War 2	This element of the curriculum is introduced in KS2 only through the Kapow schemes of work

