

Music Curriculum Overview 2024-25

Curriculum Intent

At Whittingham Primary Academy, children build their understanding of music through components of musical study. Pupils listen to and evaluate features of music, building time for discussion in classroom to link the song within its historical context. Pupils study music and they evaluate and analyse style in preparation of learning to play the song, improvising with music and composing their own tunes. The study of music is intended to elevate their knowledge and respect for the traditions of different cultures, and to develop their talent, confidence, and love of music.

Teachers deliver music using the National Curriculum using Charanga and produce inclusive lessons for all children to access music. Music workshops are delivered from external providers for pupils to develop cross curricular links. Lessons are taught in sequence with opportunities to review, remember, deepen, and apply their understanding, especially with the usage of musical terminology. Music lessons are also planned with the intention of discussing broader social themes. Children have an opportunity to join musical groups such as the school choir and take part in whole school performance opportunities.

How do you ensure consistent delivery across all key stages?

Teachers follow the National Curriculum and use Charanga to support with planning. The school builds on concepts introduced within EYFS and increases understanding through both practical and theoretical lessons. Teachers are provided with CPD to ensure that all year groups are consistent with learning and understand the skills that they will be building on. The music lead of the school conducts learning walks to further understand.

How does the curriculum cater for disadvantaged, SEND and minority group students?

Teachers adapt planning to suit the needs of their own classes, personalising teaching to suit the needs of each child. The curriculum is taught using small step teaching and pupils can build on concepts taught in previous year. Pupils analyse the historical context of each piece of music and cultivate understanding of different cultures through discussion of international influences. Through quality first teaching, we aim to encourage SEND children to participate in ways that are tailored to their needs to encourage a love of music as well as the opportunity to apply musical concepts. Disadvantaged, SEND and vulnerable pupils can take piano lessons during school hours and participate in music workshops in which they are able watch music skills in practice. They are also able to participate in Rocksteady lessons, where pupils can be in a rock band and learn to play instruments.

How does the curriculum embed prior knowledge and aid long term retention of knowledge?

Within lessons, pupils are able to build on skills they learn in previous years and teachers plan this by using spaced retrieval. Pupils have opportunities to continuously practise the skills they have learnt through performances, as well as opportunities to explore musical concepts in workshops.

Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Children in the Early Years Foundation Stage will be exploring many music opportunities in the continuous provision. Children at the end of Reception will sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and try to move in time with music when it is appropriate.					
Year 1	<p>My Musical Heartbeat</p> <p>Pupils understand the concept of pulse within music, and learn how to find and keep a steady beat.</p>	<p>Dance, Sing and Play!</p> <p>Understanding rhythm and pitch as pupils dance, sing and play instruments</p>	<p>Exploring Sounds</p> <p>Create simple melodies and build understanding of high, low long and short sounds</p>	<p>Learning to Listen</p> <p>Pupils learn about the way we listen and take notice of sounds</p>	<p>Having Fun With Improvisation</p> <p>Introducing improvisation and the creation of music in groups</p>	<p>Let's Perform Together.</p> <p>Pupils learn to put on their own concerts and choose from songs they have learnt this year.</p>
Year 2	<p>Pulse, Rhythm and Pitch</p> <p>Developing pupils' knowledge of pulse, rhythm and pitch and investigating how each element works together</p>	<p>Playing in an Orchestra</p> <p>Learning about real life contexts about how instruments work together in an orchestra.</p>	<p>Inventing a Musical Story</p> <p>Investigating how sound can be used to communicate a story and create different emotions</p>	<p>Recognising Different Sounds</p> <p>Recognise and Analyse how instruments can come together to form harmonies</p>	<p>Exploring Improvisation</p> <p>Use two or three notes and experiment playing the notes in different ways</p>	<p>Our Big Concert</p> <p>Pupils learn to put on their own concerts and choose their own songs.</p>
Year 3	<p>Writing Music Down</p> <p>Investigating how we represent rhythm and pitch</p>	<p>Playing in a Band</p> <p>Pupils learn how musical notation details how</p>	<p>Compose Using Your Imagination</p> <p>Pupils build on knowledge of</p>	<p>More Musical Styles</p> <p>Children explore how</p>	<p>Enjoying Improvisation</p> <p>Analysing features of</p>	<p>Opening Night</p> <p>Pupils to plan a performance with their</p>

	through musical symbols and stave	musicians and bands play music and revisiting how different pitches can create harmony	telling stories through music and learn to create a song showing a story (English links to Twisted Fairy Tales)	music has had an impact on the world. Pupils analyse dynamics within songs	songs, identifying and experimenting over sections of songs.	understanding where they fit in the world.
Year 4	<p>Musical Structures</p> <p>Analysing how sections that repeat and change help create the structure, or form of a song, and provide structure within Music</p>	<p>Exploring Feelings When You Play</p> <p>Investigate the use of special effects in music to create mood, as well as highlight lyrics and make them more meaningful</p>	<p>Compose With Your Friends</p> <p>Investigate the use of key signatures and understand how home notes can end songs by listening, singing and playing instruments.</p>	<p>Feelings Through Music</p> <p>Pupils investigate how music can help express their feelings and help communicate their emotions</p>	<p>Expression and Innovation</p> <p>Building on using music to express emotion from the previous unit and using dynamics to show emotion within a song</p>	<p>The Show Must Go on</p> <p>Pupils must create and present a performance showing an understanding of showing emotion through song</p>
Year 5	<p>Melody and Harmony in Music</p> <p>Investigate the contrast between melody and harmony and how vocals and instruments together show this contrast</p>	<p>Sing and Play in Different Styles</p> <p>Investigate how tempo changes through music from different time periods</p>	<p>Composing and Chords</p> <p>Building on knowledge of harmonies, pupils analyse chords in compositions and how they are used for accompaniment</p>	<p>Enjoying Musical Styles</p> <p>Pupils look at texture within music and investigate how voices and instruments to create texture in music</p>	<p>Freedom to Improvise</p> <p>Pupils experiment with intervals within their improvisation</p>	<p>Battle of the Bands</p> <p>Pupils to choose songs they want to perform with an awareness of their audience's interests</p>

Year 6	<p>Music and Technology</p> <p>Pupils investigate how technology can be used to make music</p> <p>(Computing links)</p>	<p>Developing Ensemble Skills</p> <p>Pupils consolidate the features of music they can use when they play together and use the skills that they can use and demonstrate how they can follow a leader to stay in time with the music.</p>	<p>Creative Composition</p> <p>Experiment with using chords to add harmonies to compositions and create accompaniment</p>	<p>Music Styles Connect Us</p> <p>Pupils to investigate different songs and describe how the music developed from different social themes</p>	<p>Improvising with Confidence</p> <p>Pupils to use phases to improvise and demonstrate knowledge of dynamics. Pupils to perform pieces</p>	<p>Year 6 End of Year production</p> <p>Pupils perform songs act in a theatrical production</p>
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