



**The primary intent for our Music Curriculum: (what does ready for KS3 mean?)**

- Children enjoy music as more than 'background noise' – and from a range of music types. Children are encouraged to find their own 'groove'.
- Children know that music is an art – a way for themselves and others to express themselves, creatively
- Children know that they do not have to be able to play a tuned instrument to be good at and appreciate music
- Children confidently sing, either individually or as a group – everyone can sing!
- Children can create compositions, with a growing knowledge of instruments and what they sound like, pitch, tempo and dynamics
- Gain the key knowledge, vocabulary and skills identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension	Disciplinary Dimension	Connecting Themes
<p>Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music:</p> <ol style="list-style-type: none"> <li>1. Listening and Appraising</li> <li>2. Musical Skills: Singing, Playing instruments, Improvisation, Composition</li> <li>3. Performing</li> </ol>	<ul style="list-style-type: none"> <li>❖ The pursuit of knowledge through an understanding of beauty and emotion</li> </ul>	<ul style="list-style-type: none"> <li>❖ The personal response to music</li> </ul>

**Key Subject Teaching Approaches**

- ❖ Music is taught through both **discrete lessons** and **whole school singing and performing events**. When children sing – they are taught to sing. This learning takes place from Early Years and right through the school and is supported by a **professional singing teacher**.
- ❖ Children in **Early Years sing and engage with music every day**. They are also taught a discrete music lesson each week.
- ❖ We have selected the 'CUSP' Music Curriculum; this was carefully chosen for its **sequential approach** and careful thought to supporting children's progression in knowledge and skills across a range of musical competencies. It more than meets the demands of the national curriculum. Support for teachers is excellent.
- ❖ Each block includes the study of **significant musicians and musical works**, with the intention of exposing our children to a wide range of **music that will inspire them** and **connect them to the world** around them.
- ❖ We know that in Music, as in all curriculum areas, development of skills relies on knowledge. This is why knowledge component are taught and practised repeatedly in order to form skills.
- ❖ Core areas of study include singing, listening and appraising, composing and improvising and instrumental performance. These are built cumulatively throughout the curriculum to ensure that all pupils develop their engagement with, and knowledge of, music over time.
- ❖ Our music curriculum aims to **build a strong and rich musical culture** in our school so that pupils can thrive.
- ❖ Music in this school is not just for those with a musical talent; all children appraise, compose and perform.
- ❖ Those with **musical talent are recognised, supported and stretched** through the curriculum and also through personal invitations to extra-curricular clubs such as choir and recorder club.
- ❖ Music is a key part of our **school culture**, it is played from the moment you step through the entrance doors. The music chosen for children to listen to in daily assemblies has a structured approach – with daily questions and whole staff input. The intention is to clearly cement the emotional impact and role of music within our daily lives – through strong role modelling.
- ❖ The CUSP curriculum has a strong focus on supporting pupils to meaningfully develop their **understanding of other cultures** and **issues that impact on the wider global community**. For this reason, our curriculum has a specific emphasis on teaching pupils about music that **originates from a wide range of cultures, traditions and time periods**.

**Foundations of Learning – The Early Years**

Our music curriculum starts with firm foundations in Reception. Key knowledge and skills are taught explicitly through a progressive sequence of lessons that ensure that children are effectively prepared for the demands of the Key Stage 1 Curriculum. Children learn and explore units of sound and play games to explore rhythm.

Our approach ensures that children are able to meet the demands of the Early Learning Goal: **Being Imaginative and Expressive**.

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Importantly, children will also be supported in achieving the ELG for **Listening, Attention and Understanding** through music

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding.

### What will pupils know and be able to do at key points of the curriculum?

During KS1, CUSP Music aims to secure strong musical foundations for pupils. This includes a strong focus on learning musical vocabulary and significant opportunities to master rhythm and pulse. As pupils move into KS2, they will begin to learn the glockenspiel, alongside exploring a range of other tuned and untuned instruments. The aim is that by the end of Year 4, pupils will have secured a good level of technical and creative skill in playing the glockenspiel and this lays the foundations for pupils to go on to learn the keyboard throughout Years 5 and 6.

For each year group, blocks provide the opportunity for pupils to prepare and perform musical compositions. In KS1, this is woven into several blocks to build pupils' confidence and experience base. Throughout KS2, pupils begin to perform in different musical ensembles, culminating in them performing their own compositions and improvisations by the end of Year 6.

Pupils will be taught to read music from the earliest stages with the expectation of this gradually developing as pupils' experience base builds. Music from a wide range of cultures, time periods and traditions is studied across the curriculum, with plenty of opportunities for pupils to revisit significant musicians and compositions within and across years. This is important to help pupils embed learning and make connections between what they already know and their new learning.

At the end of this block, pupils will ...	
Know:	Be able to:
Samba music is made by layering ostinati	Identify an instrument according to the sound that it makes
The names of a range of untuned percussion	Perform simple ostinati

What pupils will know and be able to do is clearly outlined in each block. Teachers should keep this as their key focus for each block of study but also exploit every opportunity to build on pupils' prior knowledge, as these strong foundations will support pupils in deepening their understanding over time.

## CUSP Music Long Term Sequence

There is a significant focus on revisiting throughout the curriculum with the aim of pupils mastering key knowledge and skills that can be built on as they move through the programmes of study.

Year	Block A	Block B	Block C	Block D	Block E	Block F
1 Tuned and untuned percussion	Singing	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion
	Singing focus: Being together in music	Untuned focus: Introducing rhythm and pulse	Singing focus: Introducing pitch	Untuned focus: Introducing tempo and dynamic	Singing focus: Exploring emotions through music	Tuned focus: Experimenting with sounds (duration)
	Control the voice – nursery rhymes	Representing sounds pictorially	Identify changes in sounds (high / low)	Identify changes in sounds (fast / slow, loud / soft)	Responding to music	Representing sounds pictorially
2 Tuned and untuned percussion	Untuned percussion	Singing	Untuned percussion	Singing	Tuned percussion	Singing
	Untuned focus: Experimenting with sounds 2	Singing focus: Being together in music 2	Untuned focus: Introducing rhythm and pulse 2	Singing focus: Introducing pitch 2	Tuned focus: Introducing tempo and dynamic 2	Singing focus: Exploring emotions through music 2
	Exploring ostinato	Control the voice – sing as a choir	Compose short patterns	Control and describe pitch	Control and describe tempo and dynamic	Choose sounds to create an effect
3 Mastering the glockenspiel	Singing	Untuned percussion	Singing	Glockenspiel	Glockenspiel	Range of instruments studied
	Singing focus: Introducing texture	Untuned focus: Mastering rhythm	Singing focus: The history of singing	Tuned focus: Musical notation	Tuned focus: Composition	Performance focus: Introducing timbre
	Sing parts in an ensemble (e.g. rounds)	Recognise beats in a bar (time signatures / metre)	Singing for togetherness e.g. folk songs, war chants, hymns	Introduce the staff	Compose in pairs	Perform as an ensemble (range of instruments)
4 Mastering the glockenspiel	Untuned percussion	Singing	Glockenspiel	Singing	Glockenspiel	Range of instruments studied
	Untuned focus: Mastering rhythm 2	Singing focus: Introducing texture 2	Tuned focus: Musical notation 2	Singing focus: The history of singing 2	Performance focus: Composition 2	Tuned focus: Introducing timbre 2
	Follow beats in a bar (time signatures / metre)	Sing parts in an ensemble (harmony)	Revisit the staff	Singing for entertainment, e.g. opera, theatrical, modernism	Perform including an element of composition	Identify and describe how sounds are combined
5 Mastering the keyboard	Untuned percussion	Singing	Keyboard	Singing	Range of instruments studied	Keyboard
	Untuned focus: Musical stories	Singing focus: Introducing structure	Tuned focus: Musical notation 3	Singing focus: Music technology	Performance focus: Composition 3	Tuned focus: Improvisation
	One piece, different performers	Identify parts of a song	Follow musical notation	Alter pitch and dynamic to create effects	Perform including an element of composition	Improvise using repeated patterns
6 Mastering the keyboard	Singing	Untuned percussion	Singing	Keyboard	Keyboard	Range of instruments studied
	Singing focus: Musical stories 2	Untuned focus: Music technology 2	Singing focus: Introducing structure 2	Tuned focus: Musical notation 4	Tuned focus: Composition 4	Performance focus: Improvisation 2
	Cultural and social – lyrics	Alter tempo and rhythm to create effects	Identify cyclic patterns inc. verse / chorus, coda	Create simple notation	Improvise using melodic phrases	Perform including an element of improvisation