

Subject Overview – Music

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INTENT: At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our Music curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our Music curriculum, we aim for children to:

- Participate and co-operate within a group;
- Develop an awareness of rhythm, pitch, dynamics, timbre, tempo, structure and melody;
- Learn to listen attentively to music with an increasingly critical ear;
- Experience a wide variety of musical styles and cultures;
- Gain confidence that encourages participation in musical performance for a variety of purposes and audiences;
- Develop an appreciation that music can enhance and develop their learning across the curriculum.

Our Music curriculum has been tailored to our school's individual context. For example, owing to the fact that we are a Church of England school, Music is used during collective worship as one way to respond spiritually and put thoughts and emotions into words.

	STRANDS	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	Listen and Appraise (5 songs)	<ul style="list-style-type: none"> - Singing 5 songs from memory - Meaning of songs - Recognising the sound and names of some instruments 	Show how they can enjoy moving to music by dancing, marching, being animals or pop stars.	Singers Choir Instrument Listen Beat Rhythm Melody Tempo
	Games	<ul style="list-style-type: none"> - Music has a steady pulse, like a heartbeat - Rhythms can be created from words 	Find the pulse. Copy back short rhythmic phrases. Listen and sing back.	Rhythm Pulse Phrase Copy Repeat Listen
	Singing	<ul style="list-style-type: none"> - Singing notes of different pitches (high and low). - Making different types of sounds with your voice 	Recall five songs from memory and sing or rap them in unison. Start and stop singing when following a leader.	Pitch High Low Audience Rhythm Rap Unison Perform

	Playing	<ul style="list-style-type: none"> - Names of the notes - Names of instruments played 	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Listen to and follow musical instructions from a leader.	Keyboard Xylophone Percussion Castanet Triangle Tambourine	Cymbal Maraca Claves Rhythm Pulse Tune
	Improvisation	<ul style="list-style-type: none"> - Improvisation is about making up your own tunes on the spot - It is not written down and belongs to you 	Clap, sing, play and Improvise.	Improvise Compose Imagination	Original Play Tune
	Composition	<ul style="list-style-type: none"> - Composing is like writing a story with music 	Help to create a simple melody using one, two or three notes. Show how the notes of the composition can be written down and changed if necessary.	Compose Imagination Original	Melody Notes Tune
	Performing	<ul style="list-style-type: none"> - A performance is sharing music with other people, called an audience 	Choose a song they have learnt and perform it. Add own ideas. Record the performance and say how they were feeling about it.	Perform Audience Share Celebrate	Reflect Evaluate Improve

Year 2	Listen and Appraise (5 songs)	<ul style="list-style-type: none"> - Singing 5 songs from memory - Songs have a chorus or a response/answer part - Songs have a musical style 	Show how they can enjoy moving to music. Explain how songs can tell a story or describe an idea.	Question Answer Call Response Chorus	Melody Rap Reggae Style Musical
	Games	<ul style="list-style-type: none"> - Music has a steady pulse, like a heartbeat - Rhythms can be created from words - Rhythm is different from pulse - Pitch can be added when singing or playing instruments 	Find the pulse. Listen to a rhythm and clap back. Create rhythms for others to copy. Listen and sing back.	Pulse Heartbeat Tempo Dynamics	Rhythm Beat Steady Phrase
	Singing	<ul style="list-style-type: none"> - Singing five songs from memory - Unison is everyone singing at the same time - Songs include other ways of using the voice e.g. rapping (spoken word). - Importance of warm-ups 	Show how voices can sing notes of different pitches. Show how to make different types of sounds. Start and stop singing when following a leader.	Question Answer Call Response Chorus	Melody Rap Reggae Pitch Warm-up
	Playing	<ul style="list-style-type: none"> - Names of notes from memory or when written down - Names of untuned percussion instruments played in class 	Treat instruments carefully and with respect. Play a tuned instrumental part. Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	Keyboard Drum Bass Electric Saxophone	Trumpet Guitar Tuned Untuned Pulse
	Improvisation	<ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - Everyone can improvise, and you can use one or two notes 	Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Improvise Compose Imagination	Original Note Musical
	Composition	<ul style="list-style-type: none"> - Composing is like writing a story with music - Everyone can compose 	Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Compose Note Musical	Melody Original Score
		Performing	<ul style="list-style-type: none"> - A performance is sharing music with an audience - A performance can be a special occasion and involve a class, a year group or a whole school 	Choose a song they have learnt and perform it. Add own ideas. Record the performance and say how they were feeling about it.	Perform Audience Share Celebrate

Year 3	Listen and Appraise (5 songs)	<ul style="list-style-type: none"> - Know who sang or wrote 5 songs - Musical dimensions in a song - Recall lyrics in a song - Main sections in a song - Instruments in a song 	Identify and move to the pulse. Say what the words of a song mean. Discuss how the song makes them feel.	Intro Verse Chorus Backing Vocals Structure	Melody Hook Riff Disco Reggae Rap
	Games	<ul style="list-style-type: none"> - Difference between pulse and rhythm - How pulse, rhythm and pitch work together to create a song - Music has a pulse/steady beat - Difference between a musical question and an answer. 	Find and demonstrate the pulse. Create own simple rhythm patterns. Copy back with instruments, without then with notation.	Pulse Rhythm Pitch Beat Question	Answer Rhythmic Pattern Note Notation
	Singing	<ul style="list-style-type: none"> - A choir is singing in a group - Leader or conductor: A person who the choir or group follow - Songs can make you feel things - You must warm up your voice 	Sing in unison and in two-parts. Demonstrate good singing posture. Follow a leader when singing. Explore singing solo. Sing with awareness of being 'in tune'.	Choir Perform Conductor Unison Pentatonic	In tune Backing Vocals Scale Solo
	Playing	<ul style="list-style-type: none"> - Knowledge of instruments used in class – recorder, glockenspiel 	Play any one, or all of four, differentiated parts on a tuned instrument. To rehearse and perform their part. To listen to and follow musical instructions from a leader.	Keyboard Drum Bass Electric Synthesizer Tempo Dynamics	Tuned Rehearse Compose Pulse Rhythm Pitch Texture
	Improvisation	<ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - It is not written down - Using one or two notes confidently is better than using five - You cannot make a mistake 	Listen and copy back using instruments, using two different notes. Listen and play your own answer using one or two notes. Take it in turns to improvise using one or two notes.	Improvise Compose Imagination Melody Notation	Original Note Musical Structure Notes
	Composition	<ul style="list-style-type: none"> - A composition: music that is created by you and kept in some way - Different ways of recording compositions 	Help create a simple melody. Plan, create, perform and talk about a section of music. Make decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition. Reflect on the composition.	Compose Compositor Imagination Melody Notation Section Structure	Pulse Rhythm Pitch Dynamics Tempo Perform Audience
	Performing	<ul style="list-style-type: none"> - Performing is sharing music with an audience - How to plan performances - Performing clearly - A performance involves communicating feelings, thoughts and ideas 	Choose what to perform and create a programme. Communicate the meaning of the words. Talk about the best place to be when performing and how to stand or sit. Record and evaluate the performance.	Perform Audience Plan Programme	Occasion Celebrate Reflect Evaluate
Year 4	Listen and Appraise (5 songs)	<ul style="list-style-type: none"> - Musical characteristics that give a song its style - The lyrics: what the song is about - Texture, dynamics, tempo, rhythm and pitch - Different sections of the song - Instrument names 	Identify and move to the pulse. Talk about the musical dimensions working together. Talk about how music makes us feel. Use musical vocabulary when talking about music.	Pulse Rhythm Tempo Dynamics Pitch Texture Structure Backing	Hook Riff Melody Pattern Style By ear Birdsong Vocal
	Games	<ul style="list-style-type: none"> - Pulse, rhythm and pitch - Rhythm: the long and short patterns - Pulse v rhythm - Pitch: High and low sounds - How to keep the internal pulse - Musical Leadership: leading a group 	Find the pulse. Create own simple rhythm patterns. Copy back with instruments, without then with notation.	Pulse Rhythm Pitch Internal Leadership Pentatonic	Note Notation Scale Pattern Rap Copy

	Singing	<ul style="list-style-type: none"> - A choir is singing in a group - Leader or conductor: A person who the choir or group follow - Songs can make you feel things - Texture: How a solo singer makes a thinner texture than a large group - Importance of warm-up 	<p>Sing in unison and in two-parts. Demonstrate good singing posture. Follow a leader when singing. Explore singing solo. Sing with awareness of being 'in tune'. Rejoin the song if lost.</p>	Conductor Unison Choir Texture Solo Two part Posture	Backing Vocal Lyrics Civil Rights Equality Racism
	Playing	<ul style="list-style-type: none"> - Knowledge of instruments used in class – recorder, glockenspiel or xylophone - Names of other instruments played in a known band or orchestra 	<p>Play any one, or all of four, differentiated parts on a tuned instrument. Rehearse and perform their part. Listen to and follow musical instructions from a leader. Experience leading.</p>	Recorder Keyboard Electric Acoustic Guitar Drums Turntable	Compose Melody Pulse Rhythm Structure Unison Leader
	Improvisation	<ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - It is not written down - Using one or two notes confidently is better than using five - You cannot make a mistake 	<p>Listen and copy back using instruments and two different notes. Using your instruments, listen and play your own answer with one or two notes. Take it in turns to improvise using one or two notes.</p>	Improvise Compose Melody Hook Riff Scale Rhythmic	Pattern Pulse Rhythm Pitch Tempo Dynamics Texture
	Composition	<ul style="list-style-type: none"> - A composition: music that is created by you and kept in some way - Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Help create a simple melody. Plan, create, perform and talk about a section of music. Connect symbol and sound. Make decisions about pulse, rhythm, pitch, dynamics and tempo. Record and reflect upon composition.</p>	Compose Symbol Melody Section Note Notation	Pulse Rhythm Pitch Tempo Dynamics Reflect
	Performing	<ul style="list-style-type: none"> - Performing is sharing music with an audience - How to plan performances for different occasions - A performance communicates feelings, thoughts and ideas 	<p>Choose what to perform and create a programme. Plan to capture the audience. Talk about the best place to be when performing and how to stand or sit. Record and evaluate the performance.</p>	Perform Audience Occasion Programme Choreographl	Celebrate Reflect Evaluate Capture Feedback
Year 5	Listen and Appraise (5 songs)	<ul style="list-style-type: none"> - Why songs are written - Musical style - What lyrics are about - Musical dimensions - Main sections of music - Instruments used - Historical context 	<p>Identify and move to the pulse. Think about the message of songs. Compare two songs in the same style. Use musical vocabulary when talking. Talk about musical dimensions working together. Talk about how music makes us feel.</p>	Unison Backing Solo Rap Lead Vocals Bossa Nova	Swing Big band Old school Hip hop Funk Soul Groove
	Games	<ul style="list-style-type: none"> - Pulse, rhythm, pitch, tempo, dynamics, texture and structure working together - How to keep the internal pulse - Musical Leadership: creating musical ideas for a group 	<p>Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two-note riffs by ear and with notation. Question and answer using two different notes.</p>	Pulse Rhythm Pitch Tempo Dynamics Texture Structure	Internal Riff Notation Improvise Compose Question Answer
	Singing	<ul style="list-style-type: none"> - Singing with an internal pulse - Main features of a song - Ways to sing: unison, solo, lead vocal, backing vocals, rap. - Importance of warm-up 	<p>Sing in unison and to sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen and fit into the group. Sing with awareness of being 'in tune'.</p>	Pulse Rhythm Tempo Dynamics Pitch Texture Structure Appraise Solo	Hook Riff Melody Harmony Bass line Cover Brass Section Bridge
	Playing	<ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave - Knowledge of instruments played in a 	<p>Play a musical instrument with the correct technique. Play any one, or all of four, differentiated parts on a tuned instrument. Rehearse and perform their part.</p>	Staff Notation Symbol Treble Stave Band	Harmony Brass Percussion Woodwind String Technique

		known band or orchestra	Listen to and follow a leader. Lead a rehearsal.	Orchestra Melody	Bass Notes
	Improvisation	<ul style="list-style-type: none"> - Improvisation is making up tunes - Using one or two notes confidently is better than using five - You cannot make a mistake - Use riffs heard before - Three well-known improvisers 	Copy back using instruments. Use the two notes. Question and Answer using instruments. Use two notes in your answer. Always start on a G. Improvise using two notes.	Improvise Compose Riff Question Answer Improviser Harmony	Melody Notes Structure Bridge Hook Rhythm Pulse
	Composition	<ul style="list-style-type: none"> - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Connection between sound and symbol 	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Connect sound and symbol. Listen to and reflect upon the developing composition. Record the composition.	Pulse Rhythm Pitch Tempo Dynamics Texture Structure Style	Symbol Notation Note value Melody Harmony Tag ending Riff Hook
	Performing	<ul style="list-style-type: none"> - Performing is sharing music with an audience who might not be known - Performances must be planned and learned - A performance communicates feelings, thoughts and ideas 	Choose what to perform and create a programme. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous one. Evaluate the performance musically.	Venue Audience Programme Compare Evaluate Capture	Solo Backing Lead Style Applause Perform
Year 6	Listen and Appraise (5 songs)	<ul style="list-style-type: none"> - When and why songs are written - Musical style and dimensions - What lyrics are about - Main sections of music - Instruments used - Historical context - Own musical identity 	Identify and move to the pulse. Think about the message of songs. Compare two songs in the same style. Use musical vocabulary when talking. Talk about musical dimensions working together. Talk about how music might make others feel.	Unison Backing Solo Rap Lead Vocals Neo Soul Equality	Groove Motown Blues Jazz Urban Gospel Civil Rights Gender
	Games	<ul style="list-style-type: none"> - Pulse, rhythm, pitch, tempo, dynamics, texture and structure working together - How to keep the internal pulse - Musical Leadership: creating musical ideas for a group to follow 	Find the pulse. Lead the class by inventing rhythms for others to copy back. Copy back two/three note riffs by ear and with notation. Question and answer using two/three different notes.	Pulse Rhythm Pitch Tempo Dynamics Texture Structure	Internal Riff Notation Improvise Compose Question Answer
	Singing	<ul style="list-style-type: none"> - Singing with an internal pulse - Knowing the style and representing it to an audience - Ways to sing: unison, solo, lead vocal, backing vocals, rap. - Meaning of lyrics 	Sing in unison and to sing backing vocals. Demonstrate a good singing posture. Follow a leader when singing. Experience rapping and solo singing. Listen and fit into the group. Sing with awareness of being 'in tune'.	Pulse Rhythm Tempo Dynamics Pitch Texture Structure Appraise Style	Indicator Hook Riff Melody Harmony Bass line Cover Bridge Ear
	Playing	<ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave - Knowledge of instruments played in a known band or orchestra 	Play a musical instrument with the correct technique. Play any one, or all of four, differentiated parts on a tuned instrument. Rehearse and perform their part. Listen to and follow a leader. Lead a rehearsal.	Staff Notation Symbol Treble Stave Ostinato Phrases Melody	Harmony Brass Percussion Woodwind String Technique Bass Notes

	Improvisation	<ul style="list-style-type: none"> - Improvisation is making up tunes - Using one or two notes confidently is better than using five - You cannot make a mistake - Use riffs and ticks heard before - Three well-known improvisers 	Copy back using instruments. Use two/three notes. Question and Answer using instruments. Use two/three notes in your answer. Always start on a G. Improvise using two/three notes.	Improvise Compose Riff Question Answer Tick Harmony	Melody Notes Structure Bridge Hook Solo Improviser
	Composition	<ul style="list-style-type: none"> - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Connection between sound and symbol 	Create simple melodies using up to five different notes and simple rhythms that work with the song style. Explain keynote or home note. Listen to and reflect upon the developing composition. Make musical decisions. Record the composition.	Pulse Rhythm Pitch Tempo Dynamics Texture Structure Style	Symbol Notation Note value Key note Home note Tag ending Riff Hook
	Performing	<ul style="list-style-type: none"> - Performing is sharing music with an audience with belief - Performing is sharing music with an audience who might not be known - Performances are planned and learned - A performance communicates feelings, thoughts and ideas 	Choose what to perform and create a programme. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous one. Evaluate the performance musically.	Venue Audience Programme Compare Evaluate Capture	Solo Backing Lead Style Applause Perform

Music Vocabulary: The vocabulary that children should be able to understand and use at each stage of their Music learning is mapped in Music Progression of Vocabulary outline.

IMPLEMENTATION:

Music is generally taught weekly in 'blocks' over the course of a half term. We believe that this allows for greater depth of study, and increased opportunities to build schemata. The Charanga scheme of work and lesson plans give week-by-week support and are comprised of six themed units for each year group. Interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - Warm-up Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
3. Performing

Pedagogical Approach: Across all subjects at Debden Primary Academy, we use teaching strategies drawn from Rosenshine's work on *The Principles of Effective Instruction* and Lemov's recommendations in *Teach Like a Champion*, and this includes within the teaching of music. Some of the most important pedagogical strategies include:

-New Material in Short Steps: The individual components of large-scale works are given in small chunks of new

material, ensuring that children's working memory is not overloaded.

-Regular Review: We spend the initial portion of lessons reviewing what has been learnt in prior lessons, terms and years. This helps to commit information to long-term memory.

-No Hands Up/ Cold Calling: We want to ensure that every child is an active participant in their learning, who fully engages and is able to contribute ideas. Cold calling also helps us to gauge what every child in the class understands, in order to tailor our teaching to the children's needs. To allow children to orally rehearse responses, we also provide regular opportunities for talk partners.

-Guided Practice and Independent Practice: Throughout units we aim to progress from practice that is more heavily guided and scaffolded, to more independent practice when a high success rate has been achieved.

Curriculum Enhancement Opportunities: Additional opportunities are given in school to develop our pupils' love of music. These include listening to a different piece of music each week to gain an understanding of different styles and cultures, performance opportunities for all year groups and musical concerts where children can play an instrument that they have been learning. We also run a school choir, a weekly singing assembly and offer one to one music lessons. The Essex Music Education Hub provide opportunities for live music experiences which encourage children to learn about different instruments and allows them to have a go at playing them.

IMPACT:

Evidence of Impact Sources: Whilst much of the curriculum is taught during practical sessions with the children, written and photographic evidence is collected in a class Music book. The Co-ordinator monitors curriculum delivery and impact through discussion with staff and children. She also carries out monitoring in the form of a learning walk where lessons are observed and children are asked about their experience of Music lessons. The Charanga scheme also provides assessment in the form of end of Key Stage expectations as well as individual 'passports' for the children which allow for self-assessment. The Head teacher meets with selected groups of children from each class to ascertain the Music knowledge that they have developed over the course of the term.

Whole-Class Feedback – In addition to the verbal feedback that is provided within each music lesson, teachers are expected to complete at least one whole-class cycle each term. This includes highlighting strengths, identifying misconceptions and next steps, and commenting upon the children's presentation/ clarity of thought. A 'blue sticker task' (the call to action) should be utilised to address misconceptions and learning that has not been secured.

End of Unit Assessment – At the end of each unit, teachers assess children's attainment using a score of 1-15, in line with our Foundation Assessment system. In Music, the make-up of the 15 marks are outlined below:

5 marks for...	5 marks for...	5 marks for...
Listen and Appraisal	Term focus (e.g. singing)	Composition and Performing

Score (0-5 Scale)	Descriptor
0	Does not demonstrate any of the skills in the appropriate section/s of the skills map.
1	Demonstrates a small minority of the skills in the appropriate section/s of the skills map.
2	Demonstrates an increasing number of the skills in the appropriate section/s of the skills map.
3	Demonstrates around half of the skills in the appropriate section/s of the skills map.
4	Demonstrates most of the skills in the appropriate section/s of the skills map.
5	Demonstrates all of the skills in the appropriate section/s of the skills map.

Children's scores are tracked via our 'Insight' monitoring system, to enable us to understand the progress that they are making throughout the school, and to tailor our approaches accordingly.

Monitoring – At least 1-2 times per year, subject monitoring of art takes place, which is normally carried out by the subject leader (at times, this may be a senior leader). At least once per year, this is carried out alongside the link Governor for the subject. The subject monitoring process includes:

- Lesson visits;
- Look at floor books;
- Student chats;
- Checking of student understanding of information on knowledge organisers;
- Viewing classroom displays;
- Conversations with teachers;
- Analysis of assessment data;
- Subject leader 'deep-dive' questions and review of key subject documents (when with link Governor).

The information gathered from teachers is fed back in a timely fashion via our subject leader monitoring reports.