

### Music Curriculum – The National Requirements

F1 (from Development Matters)	F2 (from Development Matters)	Key Stage 1 POS	Key Stage 2 POS
<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>▪ Pay attention to more than 1 thing at a time, which can be difficult</li> <li>▪ Use a wider range of vocabulary</li> <li>▪ Sing a large repertoire of songs</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>▪ Use large muscle movements to wave flags or streamers (or, in the case of music, scarves and musical props)</li> <li>▪ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>▪ Extend and create ABAB patterns, by engaging children in following and inventing movement and music patterns, such as clap/clap/stamp</li> </ul> <p><b>Expressive Arts and Design:</b></p> <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</li> <li>▪ Sing the pitch of a tune sung by another person</li> <li>▪ Sing the melodic shape of familiar songs</li> <li>▪ Create their own songs, or improvise a song around one they know</li> <li>▪ Play instruments with increasing control to express their feelings and ideas</li> </ul>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>▪ Understand how to listen carefully and why listening is important</li> <li>▪ Learn new vocabulary</li> <li>▪ Listen carefully to rhymes and songs, paying attention to how they sound</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>▪ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and dance</li> <li>▪ Develop their small motor skills so they can use a range of tools competently, safely and confidently</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>▪ Count objects, actions and sounds, singing counting songs and rhymes</li> <li>▪ Understand the one more/one less relationship between consecutive numbers</li> </ul> <p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>▪ Compare and contrast characters from stories, including figures from the past, introducing characters, including those from the past using songs</li> <li>▪ Explore the natural world around them by offering opportunities to sing songs and join in with rhymes and poetry about the natural world</li> </ul> <p><b>Expressive Arts and Design:</b></p> <ul style="list-style-type: none"> <li>▪ Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>▪ Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>▪ Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>2. Play tuned and untuned instruments musically</li> <li>3. Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>4. Experiment with, create, select and combine sounds using the inner-related dimensions of music</li> </ol>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> <li>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>2. improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>3. listen with attention to detail and recall sounds with increasing aural memory</li> <li>4. use and understand staff and other musical notations</li> <li>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>6. develop an understanding of the history of music.</li> </ol>

### Teaching Units at Mayflower Primary School

Taught through PBL		Taught as a Discrete Unit		Assemblies and Curriculum Days	
Year	Autumn Term	Spring Term		Summer Term	
EYFS					
Year 1		How Have Toys Changed Over Time?			
	Rap, Hip-Hop and Reggae Tuned and Untuned Instruments	Different Styles of Music Creating Music for a Toy		Using Imagination and Consolidation of prior learning	
	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday, Spark Arts Festival		Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	
Year 2					
	Hands, Feet and Heart Ho, Ho, Ho	I Wanna Play in a Band Zootime		Friendship Song Reflect, Rewind and Replay	
	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday, Spark Arts Festival		Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	
Year 3					
	Ukulele teaching (weekly) through LMS	Ukulele teaching (weekly) through LMS		Ukulele teaching (weekly) through LMS	
	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday, Spark Arts Festival		Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	
Year 4					
	Let your Spirit Fly Glockenspiel (Stage 1)	Three Little Birds The Dragon Song		Bringing us Together Reflect, Rewind and Replay	
	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday, Spark Arts Festival		Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	
Year 5					
	Mamma Mia (Abba) Glockenspiel (Stage 2)	Stop! (a rap song about bullying) Lean on Me		Blackbird (The Beatles) Reflect, Rewind and Replay	
	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday, Spark Arts Festival		Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	
Year 6					
	Happy Classroom Jazz	A New Year Carol You've got a Friend		Music and Me Reflect, Rewind and Play	
	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	Assembly singing and lead in/out music, weekly choir sessions on a Wednesday, Spark Arts Festival		Assembly singing and lead in/out music, weekly choir sessions on a Wednesday	

### Music Curriculum – EYFS and Programmes of Study Coverage

This page provides a summary of how the EYFS and the National Curriculum Programmes of Study for Music have been covered through the teaching units previously disclosed (see page 2). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>			
<b>Year 1</b>	Rap, Hip-Hop and Reggae (1 and 4) Tuned and Untuned Instruments (2) Weekly choir sessions and singing in Monday and Friday assemblies (1 and 3)	Different Styles of Music (3) Creating Music for a Toy (2 and 4) Weekly choir sessions and singing in Monday and Friday assemblies (1 and 3)	Using Imagination and Consolidation of prior learning (2 and 4) Weekly choir sessions and singing in Monday and Friday assemblies (1 and 3)
<b>Year 2</b>	Hands, Feet and Heart (1, 2, 3 and 4) Ho, Ho, Ho (1, 2, 3, and 4) Weekly choir sessions and singing in Monday and Friday assemblies (1 and 3)	I Wanna Play in a Band (1, 2, 3, and 4) Zootime (1, 2, 3, and 4) Weekly choir sessions and singing in Monday and Friday assemblies (1 and 3)	Friendship Song (1, 2, 3, and 4) Reflect, Rewind and Replay (1, 2, 3, and 4) Weekly choir sessions and singing in Monday and Friday assemblies (1 and 3)
<b>Year 3</b>	Ukulele teaching (weekly) through LMS (1, 2, 3, 4, and 5) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Ukulele teaching (weekly) through LMS (1, 2, 3, 4, and 5) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Ukulele teaching (weekly) through LMS (1, 2, 3, 4, and 5) Weekly choir sessions and singing in Monday and Friday assemblies (5)
<b>Year 4</b>	Let your Spirit Fly (1, 2, 3, 4, 5, and 6) Glockenspiel (Stage 1) (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Three Little Birds (1, 2, 3, 4, 5, and 6) The Dragon Song (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Bringing us Together (1, 2, 3, 4, 5, and 6) Reflect, Rewind and Replay (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)
<b>Year 5</b>	Mamma Mia (Abba) (1, 2, 3, 4, 5, and 6) Glockenspiel (Stage 2) (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Stop! (a rap song about bullying) (1, 2, 3, 4, 5, and 6) Lean on Me (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Blackbird (The Beatles) (1, 2, 3, 4, 5, and 6) Reflect, Rewind and Replay (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)
<b>Year 6</b>	Happy (1, 2, 3, 4, 5, and 6) Classroom Jazz (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)	A New Year Carol (1, 2, 3, 4, 5, and 6) You've got a Friend (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)	Music and Me (1, 2, 3, 4, 5, and 6) Reflect, Rewind and Play (1, 2, 3, 4, 5, and 6) Weekly choir sessions and singing in Monday and Friday assemblies (5)

### Music Curriculum – Sequencing\*

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	Throughout the term, children will learn familiar songs and rhymes, and a range of instruments will be available to the children through free-flow. PE sessions will give children an opportunity to respond to music through dance and movement.	Now that the children are more settled within the base, free-flow will be adapted to meet the changing needs across F1 and F2. Teaching sessions can also be offered as the children expand their repertoire.	To help prepare the children for transition, more focused sessions can be offered to the children, with an increased level of challenge across free-flow. Weekly dance and movement sessions will also continue, reflecting ages and stages.
<b>Year 1</b>	To support transition from EYFS, children will encounter a range of musical instruments as part of free-flow. Given the age of the children, they are now ready to engage with the different genre of music, hence the focus for this term.	To broaden the children's understanding developed in the autumn term, the children will have an opportunity to encounter music from a wider range of genre. Their PBL will also be enriched through musical composition, which is a core feature of our curriculum.	To prepare the children for transition to Year 2, there will be an opportunity consolidate key aspects of learning, with a specific focus on the range of music that is available to them in school, including choir and assemblies.
<b>Year 2</b>	Focus around 1-song – Hands, Feet, Heart. The dimensions of pulse, rhythm and pitch will be included, as well as singing and instrumental playing. Composition will also be included as well as South African music. The 2 <sup>nd</sup> unit will allow children to respond to and appraise other styles of music as well as the interrelated dimensions of singing, games, and playing.	The genre will shift to rock music, with a song-based focus, giving the children an opportunity to play in an ensemble. There will also be time for improvisation as well as some classic rock songs. The 2 <sup>nd</sup> unit will shift the focus from rock to reggae, using the song Zoo-time as a core focus. Pulse, rhythm and pitch will be consolidated from the autumn term.	The music curriculum will be used to support provision in RSE with a song-based focus on friendship. There will also be an online and app-based dimension, linked to the Computing curriculum. The 2 <sup>nd</sup> unit will allow the children to consolidate all of the learning that has taken place in Year 2, with a specific focus on transition requirements.
<b>Year 3</b>	The children will have an opportunity to take part in weekly 30-45 minute instrumental tuition through LMS with a focus on Ukulele. This will include playing, reading to and responding to music, as well as an opportunity for termly performances.	The children will have an opportunity to take part in weekly 30-45 minute instrumental tuition through LMS with a focus on Ukulele. This will include playing, reading to and responding to music, as well as an opportunity for termly performances.	The children will have an opportunity to take part in weekly 30-45 minute instrumental tuition through LMS with a focus on Ukulele. This will include playing, reading to and responding to music, as well as an opportunity for termly performances.
<b>Year 4</b>	This is an adapted unit from Year 3, with greater challenge, building on the instrumental tuition that took place in Year 3. The song focus is, 'Let Your Spirit Fly,' with pulse, rhythm and pitch revised. The 2 <sup>nd</sup> unit will diversify the children's experience through instrumental tuition using the class sets of Glockenspiels.	Using the Bob Marley song 'Three Little Birds,' the children will be given an opportunity to revise some of the genre-based work that took place in Key Stage 1. The 2 <sup>nd</sup> unit again links to RSE provision, where the theme of friendship, acceptance, and happiness are explored through a familiar song.	To conclude Year 4, the focus will shift to Disco, giving the children an opportunity to develop their understanding of friendship, peace, hope, and unity. The 2 <sup>nd</sup> unit will serve as revision, ensuring that all the key aspects of teaching have been consolidated across the units that have been taught.
<b>Year 5</b>	Using the Abba song, 'Mamma Mia,' the children will develop their understanding of progressive improvisation and composition. The 2 <sup>nd</sup> unit will build on the work that was completed in Year 4, as the children deepen their understanding of the Glockenspiel (Stage 2).	Linked to ongoing work in RSE, the children will use music to develop their understanding of bullying, as well as the genre of Rap, that was first encountered by the children in Year 1. The 2 <sup>nd</sup> unit uses the Bill Withers song, 'Lean on Me,' allowing the children to develop their awareness of Gospel music.	Using the song, 'Blackbird,' by the Beatles, the children will learn about pulse, rhythm and pitch will be taught at an age-appropriate level. The 2 <sup>nd</sup> unit will allow the children to revise all of the key aspects of teaching across Year 5, preparing them for transition to Year 6. And the increased level of demand encountered.
<b>Year 6</b>	Linked to our work on mindfulness and wellbeing, the children will use the song, '@Happy' to further develop their understanding of rhythm, pulse and pitch, as well as emotional response to an external stimulus. The 2 <sup>nd</sup> unit will focus on jazz and blues music, using a range of different artists, moving towards freestyle and improvisation that essential components within the genre. A contrast will also be drawn between modern and traditional jazz.	With links to the time of year, and other work that is being carried out across the school, the children will use music composed by Benjamin Britten. There will also be an opportunity for them to learn more about the composer and what motivated him. The 2 <sup>nd</sup> unit will use the Carole King song, 'You've got a Friend,' made even more famous by the Toy Story franchise. The teaching focus will relate to the end of Key Stage expectations within the primary curriculum.	To fully prepare the children for transition to their secondary schools, the children will focus on a unit linked to inspirational women, including Shiva Fesharaki, Eska Mtungwazi, Afrodeutsche, and Anna Meredith. The 2 <sup>nd</sup> unit will allow the children to look back on all their learning in Year 6, and allow them to revise those areas that are less secure. This will help to ensure they experience a successful transition to Year 7, Key Stage 3.

\*All children in years 1-6 will take part in weekly choir sessions, as well as opportunities to sing in assemblies on a Monday and Friday

