

**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

MUSIC INTENT



INTENT

Music - Intent

At Barrow Primary School, we aim to support all children to see themselves as musicians. Through our music curriculum, children gain a firm understanding of what music is by listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding of a range of different genres of music and their different features. It is through these features that children come to understand how music can be used to express themselves and their emotions. Pupils are encouraged to experiment, through improvisation, composition and in using a range of instruments, to find different ways in which to be creative, while at the same time finding a way to demonstrate their emotions in a constructive manner and relate to others. We aim to provide children with the opportunity to confidently progress in their creativity and expression along with working with other pupils.

Aims of the Music Curriculum

The national curriculum for music in Key Stage 1 aims to ensure that all pupils:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

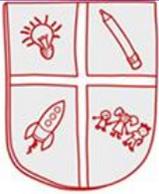
In Key Stage 2 the curriculum develops this knowledge and skills further to ensure all pupils:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

At Barrow Primary School, we believe that children should be given the skills to become effective and successful Musicians. We aim to build children's musical skills through the six main areas of musical understanding:

- Listen and Appraise
- Singing
- Playing
- Improvisation
- Composition
- Performance
- Inter-related dimensions of music

Our music curriculum ensures that pupils are taught the key musical knowledge and vocabulary and these terms and knowledge are revisited and interwoven throughout units in each group enabling pupils to build upon and embed their understanding through spaced practice retrieval.



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At Barrow Primary School, we use the Oak Academy Scheme from Reception to Year 6 which provides an integrated, practical, exploratory and child-led approach to musical learning. The scheme explores the interrelated dimensions of music across each unit to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

We also support music beyond the curriculum through wider school and community events and our school choir during lunchtime clubs.

Our curriculum

All of our curricula share the same set of principles that guide our curriculum design to ensure our curricula are high-quality. They are:

Knowledge and vocabulary rich

Lessons and units are knowledge and vocabulary rich. Pupils will build on what they already know to develop deep knowledge and apply this knowledge in the form of skills.

Sequenced and coherent

Careful sequencing and attention to building coherence via vertical threads so that pupils build on prior knowledge and make meaningful connections.

Flexible

Our flexible curriculum enables schools to tailor our content to their curriculum and context.

Accessible

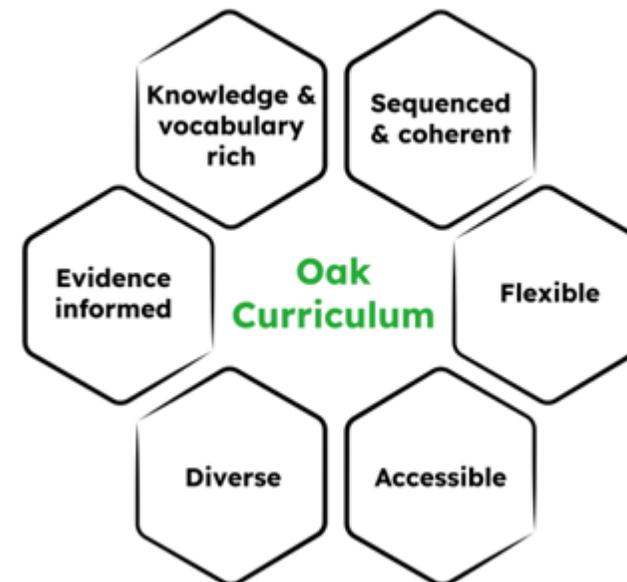
Creating an accessible curriculum that addresses the needs of all pupils and meets accessibility guidelines and requirements.

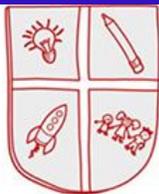
Diverse

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Evidence-informed

We take an evidence-informed approach applying the science of learning and subject-specific research.





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Aims and purpose

What are the aims and purpose of our curriculum?

This curriculum develops pupils as musicians, fostering a deeper understanding of the subject as a platform for a lifelong connection with music. Through performance, composition and engaged listening, pupils develop their musicianship and experience a diverse range of musicians and styles, enabling them to embrace creativity and expression and build their understanding of and confidence in making music both individually and with others.

Oak curriculum principles

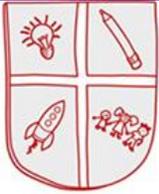
What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, play in learning. Our curriculum acknowledges the complexities of musical understanding and that knowledge of music needs teaching through interaction with musical sound. As such, there is a focus on practical music-making and engaged listening tasks that develop aural skills. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest this means ensuring, for example, that pupils explore rhythm patterns by clapping before being introduced to musical notation. Attention is paid to vertical coherence via threads, which map the developments of concepts over time. For example, the thread 'Creating, composing and improvising' includes units that are focused on building up the composites in composing successfully. At key stage 1, pupils will explore simple starting points such as unpitched patterns and small note cells, through to using the pentachord and 5-note raags in key stage 2 and the blues scale and major and minor scales in key stage 3.



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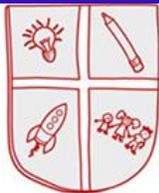
MENT

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level the curriculum focuses on the development of musical understanding through a focus on practical and creative music making and exploration of sound. Creative tasks are supported by pupils achieving the required domain specific knowledge needed to make appropriate musical choices. Performance tasks allow for the time needed for pupils to develop both their technical ability and expressive qualities. Resources consider how to make varied abstract musical knowledge accessible to pupils as concrete information. The curriculum aims to develop pupils as musicians, taking into account the complexity of knowledge of music, how pupils learn in music and the importance of appropriate sequencing in encouraging pupils to make connections across styles and develop a meaningful understanding of music.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their context and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that, for example, teachers can easily change the styles or repertoire, can edit or add checks for understanding, or adapt practice tasks to better reflect the prior knowledge of their pupils or to use different instruments. At key stage 4 teachers and pupils can select pathways aligned to the most frequently used exam board specifications for GCSE Music: AQA, Eduqas, Edexcel or OCR..



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CONTENT

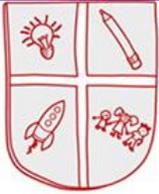
Diverse

Our commitment to breadth and diversity in content, language, texts and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources. This is particularly noticeable through the choices of repertoire, genres and styles in the curriculum. Breadth and depth are balanced to ensure that pupils have a strong understanding of both the differences and similarities of music and musical heritage around the world, and the curriculum embraces and celebrates a wide variety of musicians.

We aim to teach music from different cultures and traditions authentically, ensuring that the characteristics of the music drive the learning and the history and context of the styles are acknowledged. For example, in our year 8 unit 'Reggaeton: from Puerto Rico to global phenomenon', pupils learn about the fusion and importance of the different styles of hip-hop, reggae, dancehall and other Caribbean styles in defining the sound and character of the music. Pupils learn about the dembow beat and its relationship to the tresillo and the effect it has on the music. They make connections to electronic dance music (EDM) and other related styles to place the music in context, learning about its impact on music across the world as it developed from Puerto Rico to a global phenomenon.

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles, practical tasks are scaffolded through use of success criteria and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos. Our music curriculum embraces singing, acknowledging the importance of the voice as our principal instrument and a learning tool for the development of musical literacy. At key stages 3-4, keyboard proficiency also becomes important as a tool for accessing the curriculum.



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CONTENT

Oak subject principles

What subject specific principles inform the design of our curriculum?

Develops pupils as musicians through performing, engaged listening, composing and improvising

We focus on knowledge and skills that develop pupils' musicianship through practical music-making and engaged listening tasks. Content centres around developing knowledge of music (rather than about music) to ensure pupils develop a worthwhile understanding of the music they are learning about. Performance tasks consider expression, instrumental fluency, ensemble skills and accessibility. At key stage 2 the nuances of how to practise effectively and how to work as an ensemble are taught explicitly. Composition tasks promote development of creativity through a balance of artistic freedom and structured stylistic and theoretical guidance. Listening to, engaging with and understanding music is integral to the curriculum, as is developing an understanding of the musical elements.

Develops understanding of the elements of music and how these elements combine expressively through their application in sound

Understanding, recognising and the practical application of the musical elements in performance, composition and engaged listening is sequenced over time, and vocabulary and the application of the elements becomes more sophisticated as the units progress. For example, lessons introduce musical elements in turn, teaching how they can be altered to affect outcomes. This lays the foundation for more sophisticated application of the elements overtime.

Sequences learning over time which:

Builds musical knowledge, techniques and specialist language;

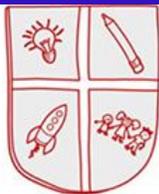
Promotes the understanding of a diverse range of genres, traditions and styles;

Develops pupils analytical skills in responding to different types of music.

Units are carefully sequenced over time to ensure knowledge of music is developed incrementally and with the time needed to embed practical skills, nurture creative skills and secure understanding of key musical terminology. The curriculum develops aural skills and promotes understanding of the musical elements and how to use them. Pupils are given the tools to articulate their understanding of and respond to and appreciate a diverse range of music from different genres and cultures.

Promotes co-curricular learning for all pupils through signposting to opportunities beyond the classroom.

Practical music-making is at the heart of this curriculum. This is shown through a major focus on singing during key stages 1 and 2, the explicit teaching of practice and ensemble skills, and a range of approaches to composing creatively and joyful examples of making music together. It is through this active musical curriculum that we hope to inspire young musicians to continue their learning beyond the classroom, and set them up to take advantage of wider music opportunities in line with the National Plan for Music Education.



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Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

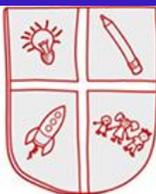
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Barrow CEVC Primary School – Reception Long Term Plan – Curriculum Overview

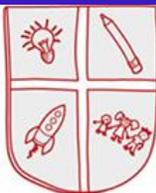
SPECIFIC AREAS

Expressive Arts and Design

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me, My Family and Friends	Fun, Food and Celebrations!	We Love Stories!	Are We There Yet?	Mad About Minibeasts!	Under the Sea.
Music	<p>Exploring Sound (Kapow)</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p> <p>Join in with familiar songs and rhymes.</p> <p>Tapping out of simple rhythms.</p> <p>Performing - Introducing the outside stage</p> <p>Handling and Naming percussion instruments</p>	<p>Celebration Music (Kapow)</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p> <p>Using chalk and pastels – firework creations .</p> <p>Transient Art – firework and poppies</p> <p>Christmas decorations</p> <p>Christmas cards</p> <p>Making a stick man using natural objects</p> <p>Mod-rock Christmas Puddings</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p>	<p>Musical Stories (Kapow)</p> <p>Music and instruments can be used to convey moods or represent characters.</p> <p>Explore how colour can be changed – introduce water colours</p> <p>Making lanterns, Chinese writing, puppet making,</p> <p>Recognise, create and describe pattern</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Collage - Henri Rousseau: produce a piece of artwork using an artists style as a stimulus - Tiger</p> <p>Clay Gingerbread people</p>	<p>Transport (Kapow)</p> <p>Children explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instruments.</p> <p>Make different textures – puffy paint globes</p> <p>Printing - using cars, wheels</p> <p>Mother's Day crafts</p> <p>Creating patterns - Easter eggs</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Create collaboratively: Easter Gardens</p> <p>Junk modelling vehicles and buildings, & landmarks.</p>	<p>Music and Movement (Kapow)</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>Water colour painting minibeasts.</p> <p>Wool winding minibeasts</p> <p>Creating collaboratively: caterpillars and butterflies</p> <p>Printing patterns - butterflies</p> <p>Using clay to make worms</p> <p>Weaving spider webs</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p>	<p>Big Band (Kapow)</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p> <p>Using chalks & pastels to create whale pictures.</p> <p>Water colour Rock Pool art</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Designing and making a boat.</p>
Art & Design	Naming colours					

EYFS



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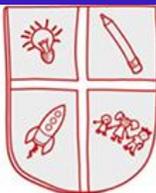
Barrow CEVC Primary School – Reception Long Term Plan – Curriculum Overview

SPECIFIC AREAS

<p>Design Technology</p>	<p>Begin to mix colours – introducing Painting Bench using poster paint</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Paul Klee: produce a piece of artwork using an artists style as a stimulus - shape people Talk about a famous artist.</p> <p>Transient art – faces – children use ipad to capture their creations.</p> <p>Introduce Creation Station – using glue sticks & design sheets</p> <p>Build models small and large scale using construction equipment. (indoor and outdoor)</p> <p>Making play doh</p>	<p>Junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Making bread</p>	<p>Making puppets of story characters</p> <p>Use various construction materials: designing and making a house for the three pigs-</p>			<p>Designing and making kites</p>
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INTENT

EYFS



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Learning in EYFS:

What Music Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

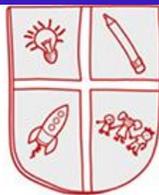
This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges 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 areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

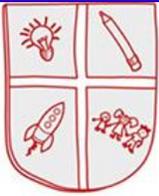
Music			
Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs.
	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		• Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • 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. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.

EYFS into KS1



INTENT

ELG 17 Being Imaginative and Expressive	How this is achieved in EYFS	Music in Key Stage 1
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<ul style="list-style-type: none"> • Singing a wide variety of songs linked to books, themes and interests • Performing on our outdoor stage • Nursery rhyme week • Making and using musical instruments • Singing and performing to our friends • Nativity Play – Singing, dancing and performing • Call and response songs • Action songs • Play movement and listening games, using different sounds for different movements • Games and activities exploring untuned percussion instruments • Naming percussion instruments • Tapping rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Listening to a wide variety of musical styles and watching performances on the IWB 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high- quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.



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Key Stage 1 Units

Year 1 units

[View interactive sequence online](#)

1

Start with singing:
finding my singing
voice

2

Singing together:
how singing makes
me feel

3

Compose and Create:
exploring and
performing rhythm
patterns

4

Music and movement:
feeling the pulse and
changing the tempo

5

Compose and create:
high and low melodic
responses

6

**Singing for
performance:**
warming up my voice
so I'm ready to sing

Year 2 units

[View interactive sequence online](#)

1

Start with singing:
learning through
singing games

2

Singing together:
how singing helps us
work together

3

Compose and create:
recording our musical
ideas using a graphic
score

4

Music and movement:
using symbols to
represent pitch

5

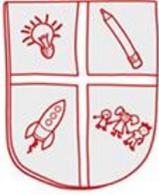
Compose and create:
improvising with four
notes

6

**Singing for
performance:** adding
a simple second part

MENT

Key Stage 1 Units



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INVENT

Year 3 units

[View interactive sequence online](#)

1

Start with playing:
adding percussive
layers to build to
texture in our songs

2

Singing together:
how songs are used
in communities

3

Compose and Create:
notating and
performing using
rhythm grids

4

Playing together:
building texture with
melody, drone and
ostinato

5

Compose and Create:
composing a
pentatonic melody
using a simplified
stave

6

Singing for
performance: holding
a second part in
rounds and partner
songs

Year 4 units

[View interactive sequence online](#)

1

Start with playing:
adding layers to
major and minor
songs

2

Singing together:
how stories are
shared through song

3

Compose and Create:
improvising within
Hindustani classical
music

4

Playing together:
effective rehearsing
as part of an
ensemble

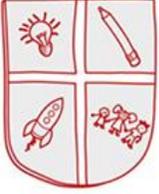
5

Compose and Create:
composing a major
melody on a stave

6

Singing for
performance:
discovering different
ways to sing in
harmony

Key Stage 2 Units



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INTEGRATION

Year 5 units

[View interactive sequence online](#)

1

Sing, play, perform:
adding tuned
accompaniment to
part-singing

2

Singing together:
how songs unite us

3

**Compose and
rehearse:** creating
and combining
minimalist cells

4

Playing Together:
polyrhythms as part
of an ensemble

5

Compose and Create:
composing a minor
melody on a stave

6

**Singing for
performance:**
discovering different
vocal timbres

Year 6 units

[View interactive sequence online](#)

1

Sing, play, perform:
syncopation in songs

2

Singing together:
how songs have the
power for change

3

**Compose and
rehearse:** improvising
over a three chord
structure

4

Playing together:
arranging and
rehearsing a fusion
performance

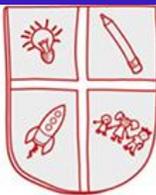
5

Compose and Create:
creating melodic
variations based on a
theme

6

**Singing for
performance:**
conveying emotion
and character
through performance

National Curriculum Statements Coverage



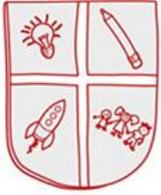
**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INTEGRATION

	A	B	C	D	E	F	G
Year 1 Music							
National curriculum statement	Unit 1 Start with singing: finding my singing voice	Unit 2 Singing together: how singing makes me feel	Unit 3 Compose and Create: exploring and performing rhythm patterns	Unit 4 Music and movement: feeling the pulse and changing the tempo	Unit 5 Compose and create: high and low melodic responses	Unit 6 Singing for performance: warming up my voice so I'm ready to sing	
	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	✓	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music		✓		✓	✓		
Play tuned and untuned instruments musically			✓		✓		
Experiment with, create, select and combine sounds using the interrelated dimensions of music			✓	✓	✓		
Year 2 Music							
National curriculum statement	Unit 1 Start with singing: learning through singing games	Unit 2 Singing together: how singing helps us work together	Unit 3 Compose and create: recording our musical ideas using a graphic score	Unit 4 Music and movement: using symbols to represent pitch	Unit 5 Compose and create: improvising with four notes	Unit 6 Singing for performance: adding a simple second part	
	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	✓	✓	✓	✓	✓	✓	✓
Play tuned and untuned instruments musically	✓		✓		✓		
Listen with concentration and understanding to a range of high-quality live and recorded music		✓	✓		✓	✓	✓
Experiment with, create, select and combine sounds using the interrelated dimensions of music			✓		✓		

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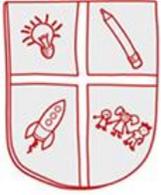


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INTENT

Year 3 Music						
National curriculum statement	Unit 1 Start with playing: adding percussive layers to build to texture in our songs	Unit 2 Singing together: how songs are used in communities	Unit 3 Compose and Create: notating and performing using rhythm grids	Unit 4 Playing together: building texture with melody, drone and ostinato	Unit 5 Compose and Create: composing a pentatonic melody using a simplified staff	Unit 6 Singing for performance: holding a second part in rounds and partner songs
	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music		✓	✓		✓	✓
Improvise and compose music for a range of purposes using the interrelated dimensions of music			✓		✓	
Use and understand staff and other musical notations			✓		✓	

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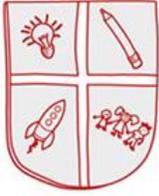
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INTEGRATION

Year 4 Music						
National curriculum statement	Unit 1 Start with playing: adding layers to major and minor songs	Unit 2 Singing together: how stories are shared through song	Unit 3 Compose and Create: improvising within Hindustani classical music	Unit 4 Playing together: effective rehearsing as part of an ensemble	Unit 5 Compose and Create: composing a major melody on a stave	Unit 6 Singing for performance: discovering different ways to sing in harmony
	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓		✓	✓
Develop an understanding of the history of music		✓	✓		✓	✓
Improvise and compose music for a range of purposes using the interrelated dimensions of music			✓		✓	
Use and understand staff and other musical notations			✓		✓	

National Curriculum Statements Coverage

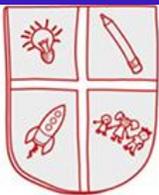


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INTENT

Year 5 Music						
National curriculum statement	Unit 1 Sing, play, perform: adding tuned accompaniment to part- singing	Unit 2 Singing together: how songs unite us	Unit 3 Compose and rehearse: creating and combining minimalist cells	Unit 4 Playing Together: polyrhythms as part of an ensemble	Unit 5 Compose and Create: composing a minor melody on a staff	Unit 6 Singing for performance: discovering different vocal timbres
	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		✓	✓	✓	✓	✓
Develop an understanding of the history of music		✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the interrelated dimensions of music			✓	✓	✓	
Use and understand staff and other musical notations			✓		✓	

National Curriculum Statements Coverage



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INTEGRATION

Year 6 Music						
National curriculum statement	Unit 1 Sing, play, perform: syncopation in songs	Unit 2 Singing together: how songs have the power for change	Unit 3 Compose and rehearse: improvising over a three chord structure	Unit 4 Playing together: arranging and rehearsing a fusion performance	Unit 5 Compose and Create: creating melodic variations based on a theme	Unit 6 Singing for performance: conveying emotion and character through performance
	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources	Go to unit resources
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	✓		✓		✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	✓	✓	✓	✓	✓	
Improvise and compose music for a range of purposes using the interrelated dimensions of music			✓		✓	