



# Music Curriculum

## School Vision

We seek to **inspire...**  
a love for learning,  
curiosity and creativity,  
imagination and independence,  
each other as individuals,  
collaboration within our community and  
awe and wonder for God's World.

This document outlines how we live out our school vision through our **music** curriculum.

### Aims

The school aims to:

- develop the experiences of composing, performing, listening and appraising.
- help the child to understand the relationship between sound and symbol.
- develop an appropriate vocabulary to understand and discuss their own work and that of others.
- enable each child to grow musically at his/her own pace and level.
- give children the opportunity to express themselves and to communicate verbally and non-verbally through music, including by the related medium of dance/movement.
- encourage each child to find enjoyment in creating, playing, performing and listening to music.
- enhance the children's social and recreational skills through music.
- recognise ways in which IT skills may be incorporated into, and developed by the musical curriculum and used to enhance the musical experiences of all children.

### Objectives

The objectives of music teaching are:

- For the children to know and understand how sounds are made and then organised into musical structures.
- For the children to know how music is made through a variety of instruments.
- For the children to know how music is composed and written down.
- For the children to know how music is influenced by the time, place and purpose for which it was written.
- For the children to develop the interrelated skills of performing, composing, and appreciating music

Intent	Implementation	Impact
<p>At Arkholme CE Primary School we intend for children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of musical genres. We aim for children to develop their musical knowledge and creativity. We develop key skills by exploring, being imaginative, being creative and by responding/ reviewing appraising skills. Through consistent implementation we ensure that music lessons give the opportunity for pupils to become real musicians. Our pupils have access to music through regular classroom activities and formal music lessons and wider performance opportunities with other schools and in the local community. As a Christian school music enables children to collectively worship and celebrate their Christianity and is imbedded in our school vision.</p>	<p>Music at Arkholme CE Primary School is taught by a specialist teacher, provided by Lancashire Music Service. It delivers the requirements of the National Curriculum through use of the Charanga scheme of work. Teaching follows the suggested scheme of work, although adaptations are made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas. Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:</p> <ul style="list-style-type: none"> <li>● Listen and Appraise</li> <li>● Musical Activities (including pulse and rhythm) <ul style="list-style-type: none"> <li>● Singing and Voice</li> <li>● Playing instruments</li> <li>● Improvisation / Composition</li> <li>● Perform and Share</li> </ul> </li> </ul> <p>In addition to curriculum teaching, children also have the opportunity to part in extra curricular music teaching and singing. A peripatetic music teacher teaches brass and woodwind every week. There is also a weekly choir and music group.</p>	<p>First and foremost, the impact of our music curriculum will be that children are inspired to be creative and expressive through music. The impact will be seen across the school with an increase in the profile of music.</p> <p>Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops . Pupils and staff will be confident to explore their creativity through music and singing. The music subject leader will monitor the impact on pupil's through a variety of yearly activities including; work scrutiny, planning scrutiny, pupil voice, staff voice, parent voice and engagement in performances and relevant extracurricular activities. This impact statement will be shared with SLT and the governors curriculum committee.</p>

Music Curriculum Skills Overview – Year B

2021-2022 2023-2024	Autumn term	Spring Term	Summer Term		
Puffins	<p><b>Nursery</b> - 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.</p> <p><b>Reception</b> - 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.</p>				
Robins	<p><b><u>In at the deep End</u></b></p> <p>Music of the Sea; including Britten, John Williams, sea Shanties and pirate Songs. Composition using graphic scores. <b>Skills</b> * Performing. * Singing (nursery rhymes, shanties, folk songs) * Rhythm work (rests and crotchets) * Composition * Listening skills (pitch and rhythm games, popular classic and folk music, spotting instruments) * Key vocab (tempo, rhythm, dynamics, pitch) <b>Curriculum links</b> <b>1a</b> - to use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>1c</b> – listen with concentration and understanding to a range of high quality live and recorded music. <b>1d</b> – experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><b><u>Music around the World</u></b></p> <p>Music of West Africa <b>Skills</b> *Performing *Singing (call and response/ unison) * Rhythm work (rests and crotchets) * Listening Skills (pitch and rhythm games, west African instruments (djembe,donno,mbira) traditional V modern West African music. * Key vocab (vocal/instrumental, percussion, tempo, rhythm, dynamics, pitch) *Social/Cultural context of music in society <b>Curriculum links</b> <b>1a</b> - to use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>1c</b> – listen with concentration and understanding to a range of high quality live and recorded music. <b>1d</b> – experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><b><u>Who runs the World? Girls</u></b></p> <p>Amazing Female Musicians; Nina Simone, Ethel Smyth and Anna Meredith <b>Skills</b> * Performing * Singing * Listening skills (pitch and rhythm games) * Popular, Classical and 21<sup>st</sup> century 'orchestral' music. * Key vocab (vocal/instrumental, tempo. Rhythm, dynamics, pitch, instrumental spotting) * Social/cultural context for women in music. <b>Curriculum links</b> <b>1a</b> - to use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>1b</b> – play tuned and untuned instruments musically. <b>1c</b> – listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p><b><u>Western Classical Greats</u></b></p> <p>Mozart – and the Horn Concerto No4 <b>Skills</b> * Singing (warmups) * Rhythm work (rests, crotchets, quavers) * Instrumental skills using tuned instruments. * Listening skills (spotting orchestral instruments) * Key vocab (tempo, rhythm, dynamics, pitch) <b>Curriculum links</b> <b>1a</b> - to use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>1b</b> – play tuned and untuned instruments musically. <b>1c</b> – listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p><b><u>Popular Heroes</u></b></p> <p>Rap and Hip Hop <b>Skills</b> * Singing, rapping, beatboxing * Listening skills (justifying opinions on music they hear. * Key vocab * Social/Cultural context for rap and hip and hop. * Composition – writing and performing solo and ensemble. <b>Curriculum links</b> <b>1a</b> - to use their voices expressively and creatively by singing songs and speaking chants and rhymes. <b>1b</b> – play tuned and untuned instruments musically. <b>1c</b> – listen with concentration and understanding to a range of high quality live and recorded music. <b>1d</b> – experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
Kingfishers	<p><b><u>In at the deep End</u></b></p> <p>Music of the Sea; including Britten, John Williams, sea Shanties and pirate Songs. Composition using graphic scores. <b>Skills</b> * Singing (shanties, folk song) * Body percussion and singing * Rhythm work (rests, crotchet, quavers, minim)</p>	<p><b><u>Around the World</u></b></p> <p>Gamelan and the Music of Bali <b>Skills</b> *Singing (modern Indonesian school songs and traditional Kechak) * Rhythm work (rest, crotchets) * Instrumental work – tuned instruments (skills control, e.g.,</p>	<p><b><u>Who runs the World? Girls</u></b></p> <p>Amazing Female Musicians; Nina Simone, Ethel Smyth and Anna Meredith <b>Skills</b> *Performing * Singing * Listening</p>	<p><b><u>Western Classical Greats</u></b></p> <p>Vivaldi and the Four Seasons <b>Skills</b> *Singing (warmups) * Rhythm work (rests, crotchet and quaver) * Instrumental skills using tuned percussion.</p>	<p><b><u>Popular Heroes</u></b></p> <p>Queen and Freddie Mercury <b>Skills</b> * Singing * Listening skills (justifying opinions on music they hear) * Key vocab * Social/Cultural context for Queen LGBTQ+ rights</p>

	<p>* Composition – writing lyrics – combining and refining ideas. * Listening skills (pitch and rhythm games, popular classic and folk music, spotting instruments) * Key vocab (tempo, rhythm, dynamics, pitch) * History and Cultural context.</p> <p><b>Curriculum links</b> <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>2b</b> – improvise and compose music for a range of purpose using interrelated dimensions of music. <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory. <b>2d</b> – use and understand staff and other musical notations. <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <b>2f</b> – develop an understanding of the history of music.</p>	<p>adding, damping and dynamics to their playing) Improvisation * Listening skills (pitch and rhythm games, Indonesian instruments) * Key vocab (vocal/instrumental, pentatonic percussion, tempo, rhythm, dynamics, pitch)</p> <p><b>Curriculum links</b> <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>2b</b> – improvise and compose music for a range of purpose using interrelated dimensions of music. <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory. <b>2d</b> – use and understand staff and other musical notations. <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <b>2f</b> – develop an understanding of the history of music.</p>	<p>* Popular, classical and 21<sup>st</sup> century ‘orchestral’ music * Key vocab (vocal/instrumental. Tempo, Rhythm, dynamics, pitch, instrument spotting) * Social/Cultural context for women in music.</p> <p><b>Curriculum links</b> <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory. <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <b>2f</b> – develop an understanding of the history of music.</p>	<p>* Listening skills (spotting orchestral instruments) * Key vocab (tempo, rhythm, dynamics, pitch)</p> <p><b>Curriculum links</b> <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory. <b>2d</b> – use and understand staff and other musical notations. <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <b>2f</b> – develop an understanding of the history of music.</p>	<p>* Composition – lyric writing and performing solo and ensemble.</p> <p><b>Curriculum links</b> <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <b>2b</b> – improvise and compose music for a range of purpose using interrelated dimensions of music. <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory. <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <b>2f</b> – develop an understanding of the history of music.</p>
Owls	<b>In at the deep End</b>	<b>Around the World</b>	<b>Who runs the World? Girls</b>	<b>Western Classical Greats</b>	<b>Popular Heroes</b>
	<p><b>Music of the Sea; including Britten, John Williams, sea Shanties and pirate Songs.</b> <b>Composition using graphic scores.</b></p> <p><b>Skills</b> * Singing (shanties, folk songs, Disney) * Rhythm work (rests, crotchet) * Composition – developing motifs, vocal, tuned and untuned percussion) creating music for appropriate atmospheric effect. * Listening skills (pitch and rhythm games, popular classic and folk</p>	<p><b>Reggae and the music of the Caribbean.</b></p> <p><b>Skills</b> *</p>	<p><b>Amazing Female Musicians; Nina Simone, Ethel Smyth and Anna Meredith</b></p> <p><b>Skills</b> * Performing * Singing * Listening skills (pitch and rhythm games, popular, classical and 21<sup>st</sup> Century ‘orchestral’ music. * Key vocab (vocal/instrumental, tempo, rhythm, dynamics, pitch, instrument spotting) * Social/Cultural context for women in music. * Composing – lyrics.</p>	<p><b>Aaron Copland and the Hoedown from the Rodeo Suite.</b></p> <p><b>Skills</b> * Singing (warmups) * Rhythm work (rests, crotchets, quavers, dotted rhythms) * Instrumental skills using tuned percussion. * Listening skills (spotting orchestral instruments) * Key vocab (tempo, rhythm, dynamics, pitch)</p> <p><b>Curriculum links</b></p>	<p><b>The Beatles.</b></p> <p><b>Skills</b> * Singing * Listening skills (justifying opinions on music they hear) * Key vocab * Social/Cultural context of 60’s Britain * Tuned percussion for ‘Class band’</p> <p><b>Curriculum links</b> <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>

<p>music, spotting instruments, dynamics, tempo, pitch and mood)  * Key vocab (tempo, rhythm, dynamics, pitch, motif, ostinato)  *Benjamin Britten – Peter Grimes</p> <p><b>Curriculum links</b>  <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  <b>2b</b> – improvise and compose music for a range of purpose using interrelated dimensions of music.  <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory.  <b>2d</b> – use and understand staff and other musical notations.  <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>2f</b> – develop an understanding of the history of music.</p>			<p><b>Curriculum links</b>  <b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  <b>2b</b> – improvise and compose music for a range of purpose using interrelated dimensions of music.  <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory.  <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>2f</b> – develop an understanding of the history of music.</p>	<p><b>2a</b> – play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory.  <b>2d</b> – use and understand staff and other musical notations.  <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>2f</b> – develop an understanding of the history of music.</p>	<p>accuracy, fluency, control and expression.  <b>2b</b> – improvise and compose music for a range of purpose using interrelated dimensions of music.  <b>2c</b> – listen with attention to detail and recall sounds with increasing aural memory.  <b>2d</b> – use and understand staff and other musical notations.  <b>2e</b> – appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.  <b>2f</b> – develop an understanding of the history of music.</p>
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Music Curriculum Skills Overview – Year A

2022-2023 2024-2025	Autumn term		Spring Term		Summer Term	
Puffins						
	<p><b>Nursery</b> - 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.</p> <p><b>Reception</b> - 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.</p>					
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