



Wessex Learning Trust



Axbridge C of E Academy

We Learn Together

# Music Curriculum Documents





## Intent

*Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum).*

Music teaching at Axbridge C of E Academy follows the specifications of the National Curriculum, providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Axbridge we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

## Implementation

Through our Sparkyard and Charanga resources and topic work, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own; all children will spend a minimum of one term learning to play the Ukulele in Year 3, a brass instrument in Year 4, whilst having the opportunity to learn any instrument of their own choice through qualified peripatetic teachers. In KS1, all our children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds whilst learning basic notation and composition skills. They also listen and move to a wide range of music, evaluating and reflecting on what they have heard/learnt in whole class discussions. Our children in KS2 build on the skills acquired in KS1 so that, by the end of year 4, they sing and play with increasing control and self-confidence.



## Implementation continued

They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence. All children take part in weekly singing assemblies which contribute to our Harvest, Christmas and Easter celebrations. Our Christmas and end of year performances and Carol Service provide an opportunity for the children to share their work in music with parents, governors and other friends of the school and wider community.

## Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Partner monitoring.
- Photo and video evidence of the pupils practical learning, through floor-books and digital records
- Use of the assessment tools provided within the Sparkyard scheme
- Dedicated music leader time.

The impact of our music curriculum is also measured in the uptake of our music after school clubs and uptake of additional music 1:1 teaching.



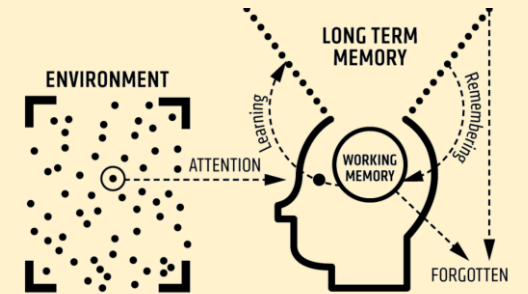
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines



Linking Prior +  
New Learning



Focused  
Instruction 'I Do'



Practise  
Learning 'We Do'



Learning Check  
'You Do'









Consolidating  
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>



## National Curriculum and EYFS Framework

### Substantive Knowledge

*Is knowledge gained through experience*

*Learning about...*

- Key knowledge/interrelated
- Rhythm
- Pitch
- Pulse
- Tempo
- Dynamics
- Timbre
- Metre
- Structure

### Disciplinary Knowledge

*Refers to facts and information e.g. styles and composers*

*Learning how to...*

- Playing an instrument / Performance
- Singing
- Expressive and technical competence / Composing

### Procedural Knowledge

*Is what is exercised in the performance of a task e.g. creating drum grooves*

*Learning through...*

- Notation
- Keys
- Chords
- Works and songs
- History and culture of music which builds cultural literacy



### National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4
<p><i>Development Matters 4-5 Years:</i></p> <ol style="list-style-type: none"> <li>1. Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>2. Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>3. Explore and engage in music making and dance, performing solo or in groups.</li> </ol>	<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 inter-related dimensions of music.</li> </ol>		<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>	

### Substantive Knowledge Learning about...(knowledge)

EYFS	Year 1	Year 2	Year 3	Year 4
	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• How to listen with concentration</li> <li>• The key elements of music (pitch, rhythm, tempo, dynamics, structure)</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• The names of tuned and untuned instruments: piano, guitar, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• The importance of warming up the voice for singing</li> <li>• Basic breath control</li> <li>• What good posture for singing looks/feels like</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• The Music has been composed throughout history for different occasions and to reflect people, place and time.</li> <li>• How to use technology as a tool for musical learning</li> </ul>		<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• The key elements of music</li> <li>• The names of some key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>• What makes a successful performance</li> <li>• How to improvise patterns</li> <li>• Basic staff notation</li> <li>• How to use technology as a tool for performing</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>• The importance of listening to others whilst singing for timing and tuning.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• How to use technology as a tool for composing</li> </ul>	



Procedural Knowledge

	Year 1	Year 2	Year 3	Year 4
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing a song with contrasting high and low melodies</li> <li>• Control vocal dynamics, duration and timbre</li> <li>• Sing a song together as a group</li> <li>• Combine voices and movement to perform a chant and a song</li> <li>• Use voices to create descriptive sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Chant and sing in two parts while playing a steady beat</li> <li>• Sing with expression, paying attention to the pitch shape of the melody</li> <li>• Understand pitch through singing, movement, and note names</li> <li>• Prepare and improve a performance using movement, voice and percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in two-part harmony</li> <li>• Copy and create a wide range of vocal sounds to incorporate into a song</li> <li>• Sing in two parts (two different melodies) with movements and percussion</li> <li>• Perform a round in three parts</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a poem as an ensemble with rhythmic accuracy to a steady beat</li> <li>• Use beatbox techniques to imitate the sound of a drum kit – Unit: Poetry</li> <li>• Learn to sing partner songs</li> <li>• Sing a call and response song in a minor key in two groups</li> <li>• Sing a song with three simple independent parts</li> <li>• Combine singing, playing and dancing in a performance</li> </ul>
<b>Playing Instruments</b>	<ul style="list-style-type: none"> <li>• Identify and keep a steady beat using instruments</li> <li>• Explore and control dynamics, duration, and timbre with instruments</li> <li>• Play percussion instruments at different speeds (tempi)</li> <li>• Play and control changes in tempo</li> <li>• Explore sounds on instruments and find different ways to vary their sound</li> <li>• Play fast, slow, loud, and quiet sounds on percussion instruments</li> <li>• Use instruments to create descriptive sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and repeat rhythmic patterns on body percussion and instruments</li> <li>• Play pitch lines on tuned percussion</li> <li>• Accompany a song with vocal, body percussion and instrumental ostinato</li> <li>• Use instruments expressively in response to visual stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany a song with a melodic ostinato on tuned percussion</li> <li>• Perform a pentatonic song with tuned and untuned accompaniment</li> <li>• Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion</li> <li>• Perform rhythmic ostinato individually and in combination</li> <li>• Understand and use pitch notations</li> <li>• Read simple rhythm notation</li> <li>• Create and perform from a symbol score</li> <li>• Read graphic notation to play a melody on tuned instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Combine four body percussion ostinato as a song accompaniment</li> <li>• Play a pentatonic song with leaps in pitch on tuned percussion</li> <li>• Play and sing repeated patterns (ostinato) from staff notation</li> <li>• Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations</li> </ul>



Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4
Improving /Exploring	<ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Respond to music through movement</li> <li>Create a soundscape using instruments</li> <li>Explore different sound sources and materials</li> <li>Explore sounds on instruments and find different ways to vary their sound</li> </ul>	<ul style="list-style-type: none"> <li>Explore timbre and texture to understand how sounds can be descriptive</li> <li>Combine sounds to create a musical effect in response to visual stimuli</li> <li>Explore voices to create descriptive musical effects</li> <li>Explore different ways to organise music</li> </ul>	<ul style="list-style-type: none"> <li>Improvise descriptive music</li> <li>Improvise to an ostinato accompaniment</li> <li>Explore simple accompaniments using beat and rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>Improvise in response to visual stimuli, with a focus on timbre</li> <li>Explore household items as instruments and match rhythms with appropriate soundmakers</li> <li>Improvise melodies with a given set of five notes (a pentatonic scale)</li> <li>Explore layers and layering using a graphic score</li> <li>Understand syncopation and clap improvised off-beat rhythms</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Invent and perform new rhythms to a steady beat</li> <li>Create, play and combine simple word rhythms</li> <li>Create a picture in sound</li> </ul>	<ul style="list-style-type: none"> <li>Compose music to illustrate a story</li> <li>Perform and create simple three and four-beat rhythms using a simple score</li> </ul>	<ul style="list-style-type: none"> <li>Select descriptive sounds to accompany a poem</li> <li>Choose different timbres to make an accompaniment</li> <li>Make choices about musical structure</li> <li>Create and perform from a symbol score</li> <li>Arrange an accompaniment with attention to balance and musical effect</li> <li>Use a score and combine sounds to create different musical textures</li> </ul>	<ul style="list-style-type: none"> <li>Compose an introduction for a song</li> <li>Compose and notate pentatonic melodies on a graphic score</li> <li>Compose a rap</li> <li>Compose a fanfare</li> <li>Compose and play sequences of word rhythms</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Recognise and respond to changes in tempo in music</li> <li>Identify changes in pitch and respond to them with movement</li> <li>Understand how music can tell a story</li> <li>Understand musical structure by listening and responding through movement</li> </ul>	<ul style="list-style-type: none"> <li>Match descriptive sounds to images</li> <li>Listen to and repeat back rhythmic patterns on instruments and body percussion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn about Hindustani classical music</li> <li>Learn how sounds are produced and how instruments are classified</li> <li>Listen to and learn about traditional Chinese music</li> <li>Listen to and learn about a Romantic piece of music</li> <li>Listen to and learn about a medieval antiphon</li> <li>Listen to, learn about, play and dance to Tudor dance music</li> </ul>	<ul style="list-style-type: none"> <li>Understand how rhythmic articulation affects musical phrasing</li> <li>Explore the descriptive music of two famous composers of the 20th and 21st century</li> <li>Listen to and learn about 1940s dance band music</li> <li>Listen to and play along with Bhangra music</li> <li>Copy rhythms and a short melody</li> <li>Match short rhythmic phrases with rhythm notation</li> <li>Listen to and learn about Renaissance instruments [Unit: In the past]</li> </ul>



Disciplinary Knowledge

		Year 1	Year 2	Year 3	Year 4
Appraising		<ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music</li> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments)</li> <li>Identify metre by recognising its pattern</li> <li>Identify a repeated rhythm pattern</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>Identify rising and falling pitch</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>Use simple musical vocabulary to describe music</li> <li>Listen, describe and respond to contemporary orchestral music</li> </ul>	<ul style="list-style-type: none"> <li>Identify the metre in a piece of music</li> <li>Recognise rhythm patterns in staff notation</li> <li>Recognise pitch shapes</li> </ul>	<ul style="list-style-type: none"> <li>Identify different instrument groups from a recording</li> <li>Describe the structure of a piece of orchestral music</li> <li>Develop listening skills by analysing and comparing music from different traditions</li> <li>Identify key features of minimalist music</li> <li>Compare and contrast the structure of two pieces of music</li> <li>Identify the metre of a new song or piece</li> <li>Listen to and analyse 20th century ballet music</li> </ul>
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>Listen, perform, compose, audience, voice, instrument, pattern, accuracy, style, steps, leaps</li> </ul>			<ul style="list-style-type: none"> <li>The addition of evaluate, explain, analyse, compare, refine, improvise, expression, genre</li> </ul>
Tier 3 Vocabulary		<ul style="list-style-type: none"> <li>Elements of music: pitch, rhythm, tempo, dynamics, structure, sing, tune/melody, beat, tuned/untuned instrument (piano, keyboard, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker), verse, chorus, round, call and response, binary</li> </ul>			<ul style="list-style-type: none"> <li>The addition of tuning, harmony, note value (quaver, crotchet, minim, semibreve, rest), stave, scale, major/minor, woodwind, strings, brass, percussion, binary, ternary and rondo form.</li> </ul>



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Theme 1</b> <i>Ourselves and Humankind</i>	<b>Exploring sounds in the environment.</b> <b>Singing familiar songs.</b> <b>My Musical Classroom</b> <b>Hear my voice</b>	<b>Exploring pulse and rhythm</b>	<b>Exploring pulse and rhythmic patterns</b>	<b>Playing a tuned instrument - Ukulele</b> <b>Hear it, play it! Exploring rhythmic patterns</b>	<b>Playing a tuned instrument - Brass</b> <b>Playing together and rhythmic structures</b>
<b>Theme 2</b> <i>Culture and Diversity</i>	<b>My Musical Classroom</b> <b>What's the music saying?</b> <b>Using movement and instruments</b>	<b>Exploring pulse and rhythm</b>	<b>Exploring pulse and rhythmic patterns</b>	<b>Playing a tuned instrument - Ukulele</b> <b>Hear it, play it! Exploring rhythmic patterns</b>	<b>Playing a tuned instrument - Brass</b> <b>Playing together and rhythmic structures</b>
<b>Theme 3</b> <i>Community and Citizenship</i>	<b>Musical patterns and Performing</b> <b>Exploring sounds</b>	<b>Exploring Sounds</b>	<b>Musical moods and pictures</b>	<b>Painting pictures with sound</b>	<b>Musical contrasts</b>
<b>Theme 4</b> <i>Exploration and Discovery</i>	<b>Musical patterns and Performing</b> <b>Performing songs</b>	<b>Let's go on a journey</b> <b>Exploring Sounds</b>	<b>Musical moods and pictures</b>	<b>Painting pictures with sound</b>	<b>Musical contrasts</b>
<b>Theme 5</b> <i>Expression and Creativity</i>	<b>Sound Stories</b> <b>Pitch and changing sounds</b> <b>Patterns and sequences</b>	<b>High and Low - Exploring Pitch</b>	<b>Exploring pitch and melody</b>	<b>Sing, play, notate!</b>	<b>Melody builders - Exploring melodies and song structures</b>
<b>Theme 6</b> <i>Ourselves and Humankind</i>	<b>Sound Stories</b> <b>Performing a story</b>	<b>High and Low - Exploring Pitch</b>	<b>Exploring pitch and melody</b>	<b>Sing, play, notate!</b>	<b>Melody builders - Exploring melodies and song structures</b>