

# Music curriculum

‘Without music, life would be a mistake.’ (Friedrich Nietzsche)

## Intent

At St John's we want every child to develop the creative, performance and enjoyment of music. Through Charanga, our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. We believe that music is like magic and that it has a role to play in every aspect of all of our lives, wherever and whoever we are.

## Implementation

At St John's we believe that music is like magic and that it has a role to play in every aspect of all of our lives, wherever and whoever we are. For this reason, we divide the academic year into six units, each corresponding with one of our six recurring Social Themes, combined with a unique Musical Spotlight. The knowledge and skills across the milestones have six self-sufficient units per year. Each unit is in turn structured into six steps which can be covered as teachers see fit. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; this is then developed by the middle steps; and a final sixth step assesses the learning through exciting performances and activities. At the centre of each step - each lesson - is a song around which the musical learning is centred. Each lesson has an easy-to-follow structure - complemented by a rich array of supporting documents, lesson plans and resources - taking you through the exercises in listening, singing, performing, composing, improvising and discussion with all students. The curriculum is enriched by opportunities for all to share their skills through collective worship, performances and shows across the primary school journey.

## Impact

Each lesson children have the opportunity to share their knowledge and skills with a performance using a range of instruments and compositions. Teachers track progress using statements across milestones.

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## Breadth of study

### Key Stage 1

- Use their voices expressively 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.
  - Make and combine sounds using the inter-related dimensions of music.

### Key Stage 2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
EYFS		Sing a few familiar songs	Explore how sounds can be changed Taps out simple rhythms		Build a repertoire of songs and dances Explore different sounds of instruments		Explore different sounds through instruments
Milestone 1	Cycle A	Introducing beat	Adding rhythm & pitch	Introducing Dynamics & Tempo	Combining pulse, rhythm & pitch	Having fun with improvisations	Explore sound & create a story
	Cycle B	Exploring simple patterns	Focus on dynamics and tempo	Explore feelings through music	Inventing a musical story	Music that makes you dance	Exploring improvisations
Milestone 2	Cycle A	Developing notation skills	Enjoying improvisation	Composing using your imagination	Sharing musical experiences	Learning more about musical styles	Recognising different sounds
	Cycle B	Interesting time signatures	Combining elements to make music	Developing pulse & groove through improvisation	Creating simple melodies together	Connecting notes and feelings	Purpose, identity & expression
Milestone 3	Cycle A	Getting started with music tech	Emotions & musical styles	Exploring key & time signatures	Introducing chords	Words, meaning and expression	Identifying important musical elements
	Cycle B	Developing melodic phrases	Understanding structure & form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition

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Milestone 1	Cycle A	Introducing beat	Adding rhythm & pitch	Introducing Dynamics & Tempo	Combining pulse, rhythm & pitch	Having fun with improvisations	Explore sound & create a story
	Cycle B	Exploring simple patterns	Focus on dynamics and tempo	Explore feelings through music	Inventing a musical story	Music that makes you dance	Exploring improvisations

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		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 2	Cycle A	Developing notation skills	Enjoying improvisation	Composing using your imagination	Sharing musical experiences	Learning more about musical styles	Recognising different sounds
	Cycle B	Interesting time signatures	Combining elements o make music	Developing pulse & groove through improvisation	Creating simple melodies together	Connecting notes and feelings	Purpose, identity & expression

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		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 3	Cycle A	Getting started with music tech	Emotions & musical styles	Exploring key & time signatures	Introducing chords	Words, meaning and expression	Identifying important musical elements
	Cycle B	Developing melodic phrases	Understanding structure & form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition

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# Music knowledge progression

Music knowledge progression across EYFS

*'Without music, life would be a mistake.'* (Friedrich Nietzsche)

## 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.*

	Listen and Respond	Explore and Create	Singing	Share and Perform
EYFS	<ul style="list-style-type: none"><li>Can I recite twenty nursery rhymes off by heart?</li><li>Can I know the stories of some of the nursery rhymes?</li><li>Can I learn that music can touch your feelings?</li><li>Can I enjoy moving to music by dancing, marching, being animals or pop stars?</li></ul>	<ul style="list-style-type: none"><li>Can I understand that we can move with the pulse of the music?</li><li>Can I understand that the words of songs can tell stories and paint pictures?</li><li>Can I copy the basic rhythm patterns of single words, building to short phrases from the song?</li><li>Can I explore high and low using voices and sounds?</li><li>Can I invent a pattern using one pitched note?</li><li>Can I play with two pitched notes to invent musical patterns?</li></ul>	<ul style="list-style-type: none"><li>Can I sing or rap nursery rhymes and simple songs from memory?</li><li>Can I understand that songs have sections?</li><li>Can I sing along with a pre-recorded song and add actions?</li><li>Can I sing along with the backing track?</li></ul>	<ul style="list-style-type: none"><li>Can I understand that performance is sharing music?</li><li>Can I perform any of the nursery rhymes by singing and adding actions or dance?</li><li>Can I perform any nursery rhymes of songs adding a simple instrumental part?</li><li>Can I record a performance?</li></ul>

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# Music knowledge progression

Music knowledge progression across all milestones

‘Without music, life would be a mistake.’ (Friedrich Nietzsche)

## Area 1: Listening and Responding to Music

	Milestone 1		Milestone 2		Milestone 3	
Understanding and Using Musical language	<b>1a:</b> I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	<b>1a:</b> I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	<b>1a:</b> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	<b>1a:</b> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	<b>1a:</b> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	<b>1a:</b> I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	<b>1b:</b> I can demonstrate a basic understanding of how feelings can connect with/relate to music.	<b>1b:</b> I can demonstrate a basic understanding of how feelings can connect with/relate to music.	<b>1b:</b> I can identify and describe feelings as they relate to music.	<b>1b:</b> I can identify and describe a variety of contrasting feelings as they relate to music.	<b>1b:</b> I can identify and describe a variety of contrasting feelings as they relate to music.	<b>2b:</b> I can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	<b>1c:</b> I can demonstrate some basic understanding of musical style.	<b>1c:</b> I can demonstrate some basic understanding of musical style.	<b>1c:</b> I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	<b>1c:</b> I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	<b>1c:</b> I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	<b>3c:</b> I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

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# Music knowledge progression

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## Area 2: Understanding and Using the Language of Music

	Milestone 1		Milestone 2		Milestone 3	
Understanding and using differences in pitch and note duration	<b>2b:</b> I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	<b>2b:</b> I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
• Understanding and applying the concepts	<b>2d:</b> I can demonstrate an understanding of the basic concepts of improvisation and composition.	<b>2d:</b> I can demonstrate an understanding of the basic concepts of improvisation and composition.	<b>2c:</b> I can make an informed decision as to which notes to use when composing and improvising with the song.	<b>2c:</b> I can make an informed decision as to which notes to use when composing and improvising with the song.	<b>2c:</b> I can make an informed decision as to which notes and expression to use when composing and improvising with the song.	<b>2c:</b> I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
• Creating melody according to guidelines			<b>2a:</b> I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	<b>2a:</b> I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	<b>2a:</b> I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	<b>2a:</b> I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.

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# Music knowledge progression

Music knowledge progression across all milestones

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## Area 2: Understanding and Using the Language of Music

	Milestone 1		Milestone 2		Milestone 3	
Following instrumental parts in a group performance			<b>2b:</b> When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	<b>2b:</b> When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	<b>2b:</b> When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece).	<b>2b:</b> When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.

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# Music knowledge progression

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## Area 3: Developing Performance Awareness and Skills

	Milestone 1		Milestone 2		Milestone 3	
Feeling the pulse/beat	<b>2a:</b> I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	<b>2a:</b> I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	<b>2a:</b> I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	<b>2a:</b> I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	<b>3a:</b> I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.	<b>3a:</b> I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	<b>2c:</b> I can demonstrate a basic understanding of the importance of posture and technique when performing.	<b>2c:</b> I can demonstrate a basic understanding of the importance of posture and technique when performing.	<b>3b:</b> I can demonstrate an understanding of the importance of posture, diction and technique when performing.	<b>3b:</b> I can demonstrate an understanding of the importance of posture, diction and technique when performing.	<b>3b:</b> I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	<b>3b:</b> I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From <b>2e:</b> (When introducing the performance):	From <b>2e:</b> (When introducing the performance):	<b>3c:</b> When planning, rehearsing, introducing and performing the song:	<b>3c:</b> When planning, rehearsing, introducing and performing the song:	<b>3c:</b> When planning, rehearsing, introducing and performing the song:	<b>3c:</b> When planning, rehearsing, introducing and performing the song:

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## Area 3: Developing Performance Awareness and Skills

	Milestone 1		Milestone 2		Milestone 3	
●Reflecting upon preparation and the context of the piece itself	2e: I can introduce my performance(s).	2e: I can introduce my performance(s).	●I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	●I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	●I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	●I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
●Connecting to the Social Theme	Any connection I make to the Social Theme is an added bonus.	●Any connection I make to the Social Theme is an added bonus.	●I can understand and make connections between the music encountered and the Social Theme.	●I can understand and make connections between the music encountered and the Social Theme.	●I can understand and make connections between the music encountered and the Social Theme.	●I can understand and make connections between the music encountered and the Social Theme.
●Understanding and applying learning from the Musical Spotlight			●I can understand and apply learning from the Musical Spotlight.	●I can understand and apply learning from the Musical Spotlight.	●I can understand and apply learning from the Musical Spotlight.	●I can understand and apply learning from the Musical Spotlight.

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# Music vocabulary progression

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Performance, Listening, Responding and Understanding						
Notes Repertoire	Milestone 1		Milestone 2		Milestone 3	
● Pitch	C, D, E, F, F#, G, A, B	C, D, E, F, F#, G, A, Bb, B	C, D, E, F, F#, G#, G, A, B, Bb	F, G, A, Bb, C, D, E, F#, B	C, G, Ab, Bb, F, A, D, E, F#, G, Eb	C, D, E, F, G, A, B, Bb, F#, C#, G#, Ab
● Duration	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers
● Rests	Minims, crotchets and quavers	Semibreves, minims, crotchets and quavers	Semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted crotchets, crotchets, quavers and semiquavers	Minims, dotted minims, dotted crotchets, crotchets, quavers dotted quavers semiquavers, triplet quavers	Minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, dotted minims, triplet quavers
Key Repertoire	C major, F major, D major, G major, D minor, A minor	C major, G major, F major, A minor	C major, G major, F major, E major, A minor	C major, F major, G major, D major, A minor, D minor	A minor, C minor, G major, F major, Eb major, C major, D minor, D major	C major, G major, D major, A minor, D minor, Eb major, F major, A major, F minor
Time Signature	4/4, 3/4, 2/4, 6/8	4/4, 2/4, 3/4	4/4, 2/4, 12/8, 3/4	4/4, 2/4, 3/4	2/4, 4/4, 6/8, 3/4, 5/4	2/4, 4/4, 3/4, 5/4

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# Music song progression

Music song progression across all milestones

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	Milestone 1		Milestone 2		Milestone 3	
Song Repertoire	Find The Beat 1-2-3-4-5 Head, Shoulders, Knees And Toes Shapes We Talk To Animals We Are Together Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-A-Bye Baby I'm A Little Teapot If You're Happy And You Know It Sing Me A Song Sparkle Rhythm In The Way We Walk Big Bear Funk Baby Elephant Days Of The Week Name Song Cuckoo Upside Down Hush Little Baby Who Took The Cookie? Getting Dressed Dress Up Brush Our Teeth Get Ready Up And Down	Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello! Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry The Sunshine Song No More Dinosaur Four White Horses Que Lluveva, Que Lluveva Down By The Bay	Home Is Where The Heart Is Hallelujah Chorus From Messiah Let's Work It Out Together The Loco-Motion Please Be Kind Love What We Do Let's Groove When The Saints Go Marchin' In Jaws: Main Theme My Bonnie Lies Over The Ocean Your Imagination Disco Fever You're A Shining Star Amazing Grace Music Makes The World Go Round Friendship Song A Night On The Bare Mountain Family Double Beat Song Come On Over He's Got The Whole World In His Hands Porgy and Bess: Act 1, Summertime Why Does Music Make A Difference? The Young Person's Guide To The Orchestra	Hoedown Go Tell It On The Mountain I'm Always There Trick Or Treat Martin Luther King Looking In The Mirror Take Time In Life It's All About Love Perdido Scarborough Fair Bring Us Together Mambo From West Side Story Old Joe Clark Bachianas Brasileiras No. 2 - The Little Train Of The Caipira Dance With Me Let Your Spirit Fly Symphony No. 5 4th Movement Frère Jacques On The Beautiful Blue Danube The Other Side Of The Moon Train Is A-Comin' O Euchar Oh Happy Day Romeo and Juliet, Overture-Fantasy A World Full of Sound	Ghost Parade Lively Words Can Hurt His Eye Is On the Sparrow Joyful, Joyful The Sparkle In My Life Glassworks I. Opening Dreaming Of Mars Macaroni Sundae Get On Board Freedom Is coming Forever Always All Over Again Free Do You Ever Wonder? Erie Canal Dances In The Canebrakes No. 2, Tropical Moon Heroes Star Wars Episode IV: A New Hope Happy To Be Me Look Into The Night The Lark Ascending Breathe Stay Connected Keeping Time You And Me The Song Of Hiawatha: Overture Op. 30 A Bright Sunny Day Central Park In The Dark You Belong With Me	Do What You Want To Fanfare For The Common Man It's All About Love Main Title Theme (From Schindler's List) Sunshine On A Rainy Day My Best Friend Why The Rite Of Spring, Pt. 1 Adoration Of The Earth - No. 1 Introduction Singing Swinging Star Roll Alabama Disco Fever 1812 Overture La Bamba Vakuru (Elders) Change Let's Rock Mazurka In G Minor, Op. 24 No. 1 Simple Gifts Danny Boy Friendship Should Never End Wake Up! We Shall Overcome Down By The Riverside <b>You Belong With Me</b> Dance The Night Away Heal The Earth My Funny Valentine Let's Go Surfin' So Amazing

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