



# Cheriton Bishop Community Primary School

## Music Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We provide every child with equal access to a fun, engaging and high-quality music curriculum which aims to inspire pupils to grow a love of music and develop their talent as musicians.

We are committed to developing curiosity for music and an understanding of the importance of music from a wide variety of historical periods, cultures, traditions and genres.

We believe that Music is a subject which enriches children's lives and education with many benefits beyond itself. It contributes significantly to developing language and reasoning; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and coordination; it develops imagination and creativity. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed and contribute.

Through music, we are committed to enriching the lives of our pupils and allowing them the opportunity to discover the joy of expressing themselves.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Our Music curriculum for KS1 and KS2 is delivered in the form of weekly lessons. All children take part in regular singing assemblies and other musical opportunities

throughout the year. Our Music curriculum is supplemented by events (such as school performances) and by whole-class instrumental teaching. More details can be found on our Music Development Plan, which can be found on the school website.

### Music in the Early Years:

From an early age, children are encouraged to explore and play with a wide range of musical instruments, as well as being provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music. All children are encouraged to explore music through singing songs, making their own music and experimenting with sound.

## The National Curriculum

Our Music programme delivers the National Curriculum for Key Stages 1 and 2. Full details of the National Curriculum can be found here: [Music programmes of study.](#)

## Our rolling programme

Year A	Autumn	Spring	Summer
<b>Year 1 &amp; Year 2</b>	Keeping the pulse: My favourite things Tempo: Snail and mouse	Pitch: Superheroes Instruments: Musical storytelling	Singing: On this island Pitch: Musical Me
<b>Year 3 &amp; Year 4</b>	South Africa: Instrumental lessons Developing singing: the Vikings	Caribbean: Instrumental lessons Body and tuned percussion: Rainforests	Jazz Adapting and transposing motifs: Romans
<b>Year 5 &amp; Year 6</b>	Film music Composition notation: Ancient Egypt	Musical Theatre Theme and variations: Pop Art	Songs of World War 2 Composing and performing and Leavers' song

Year B	Autumn	Spring	Summer
<b>Year 1 &amp; Year 2</b>	Dynamics: Seaside Sound patterns: Fairytales	Call and response: Animals Musical symbols: Under the sea	Contrasting dynamics: Space Structure: Myths and legends
<b>Year 3 &amp; Year 4</b>	Creating compositions in response to an animation: Mountains Rock and roll	Ballads Haiku, music and performance: Hanami festival	Changes and pitch, tempo and dynamics: Rivers Samba and carnival sounds and instruments: South America
<b>Year 5 &amp; Year 6</b>	Looping and remixing Blues	Dynamics, pitch and texture: Coast – Fingal’s Cave by Mendelssohn Composition to represent the festival of colour: Holi festival	South and West Africa Composing and performing a Leavers’ song

### Progression of skills

This document details how the knowledge and skills progress throughout the year groups: [Music Progression of skills.pdf](#)

### In order to assess impact - a guide

Progression over time is checked against curriculum expectations and teacher assessment during lessons is recorded against the expectations for each unit. Assessment opportunities may include children performing their work, written evidence of composition or analysis, group or class discussions, summative quizzes, etc.