Music

Quote: *"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."* **– Plato**

Intent: At Cannington Primary School, we believe that music is a powerful way for children to express themselves, build confidence and experience a sense of belonging. Rooted in our Christian values and village community, our music curriculum provides every child with the opportunity to sing, perform, compose and listen, enabling them to develop as confident and enthusiastic musicians.

Through exploring music from different cultures, traditions and time periods, children develop an appreciation of diversity and see themselves reflected in the musicians and composers they encounter. They learn to listen with curiosity and respect, whilst developing their own musical tastes and preferences.

Children are encouraged to experiment, improvise and create using their voices and a range of instruments. Through regular opportunities to perform both in school and within the wider community, they experience the joy of making music together and develop confidence, resilience and a sense of achievement. We want every child to leave Cannington with a love of music, an appreciation of its power to bring people together and the confidence to continue their musical journey throughout their lives

Curriculum Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Ash	Familiar songs and nursery rhymes Exploring sounds and syllables Harvest Festival	Christmas songs and music	Musical stories	Exploring instruments	Movement to music	Expressing myself with music
Oak	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together
Pine	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Hazel Cycle A	Musical Structures	Exploring Feelings When You Play	Compose with Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go on
Hazel Cycle B	Writing Music Down	Exploring Feelings When You Play	Compose Using Your Imagination	Feelings Through Music	Enjoying Improvisation	The Show Must Go on
Hazel Cycle C	Writing Music Down	Exploring Feelings When You Play	Compose Using Your Imagination	Feelings Through Music	Enjoying Improvisation	The Show Must Go on
Hazel Cycle D	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Beech Cycle A	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands
Beech Cycle B	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands
Beech Cycle C	Musical Structures	Sing and Play in Different Styles	Compose with Your Friends	Enjoying Musical Styles	Expression and Improvisation	Battle of the Bands
Beech Cycle D	Melody and Harmony	Exploring Feelings	Composing and	Feelings Through	Freedom to	The Show Must

	in Music	When You Play	Chords	Music	Improvise	Go on
Willow Cycle A	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
Willow Cycle B	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
Willow Cycle C	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
Willow Cycle D	Melody and Harmony in Music	Developing Ensemble Skills	Composing and Chords	Musical Styles Connect Us	Freedom to Improvise	Farewell Tour

Cycles Explained

Children in Years 3, 4, 5 and 6 follow a four-year rolling programme. This approach ensures that all required knowledge and content from the National Curriculum is taught and revisited, enabling every pupil to experience the full curriculum by the end of Key Stage 2.

While the curriculum content is organised within the rolling programme, skills and learning objectives are carefully planned and delivered according to each year group's expectations. This ensures that lessons provide appropriate challenge and progression, meeting the needs of all learners and supporting children in developing age-related knowledge, understanding and skills.

Music Skills Progression Grid

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing songs from memory. Sing in unison. Copy high and low pitches. Use good singing posture.	Sing accurately in unison and simple parts. Follow a conductor. Sing with expression and meaning.	Sing a wider range of songs confidently and clearly. Follow the beat and sing expressively.	Sing with phrasing, dynamics and expression. Adapt singing to different styles and genres.	Sing confidently in harmony and parts. Maintain an independent vocal line.	Perform with confidence, accuracy, expression and control. Lead and support ensemble singing.
Listening & Appraising	Identify pulse, tempo and dynamics. Recognise some instruments. Describe feelings created by music.	Identify pulse, rhythm and pitch. Recognise instrument families and styles. Describe musical features.	Discuss mood, style, instruments and structure. Explain how music creates an effect.	Identify metre, tonality, texture and musical structure. Recognise a range of musical genres.	Compare music from different cultures, styles and periods. Use appropriate musical vocabulary.	Analyse and evaluate music critically using musical terminology.
Pulse & Rhythm	Find and keep a steady beat. Clap and copy simple rhythms. Distinguish long and short sounds.	Maintain pulse independently. Perform rhythmic patterns using crotchets, quavers and minims.	Read and perform rhythms including rests. Copy and improvise rhythm patterns.	Read and perform increasingly complex rhythms accurately. Maintain rhythm within an ensemble.	Perform complex rhythms independently and accurately.	Demonstrate secure rhythmic fluency and accuracy in performance.
Pitch & Melody	Recognise high and low sounds. Copy	Sing and play simple melodies. Begin	Read and perform simple melodies from notation.	Recognise major and minor tonality. Perform melodies	Develop melodic ideas using scales and notation.	Compose and perform more

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	simple melodic patterns.	understanding pitch patterns.		accurately from notation.		complex melodic lines confidently.
Playing Instruments	Use body percussion and classroom percussion. Play simple patterns by ear.	Play tuned and untuned instruments. Perform simple melodies from notation.	Play recorder or tuned percussion using notation. Maintain simple instrumental parts.	Perform melodies accurately from staff notation. Develop instrumental technique.	Maintain an independent part within an ensemble. Demonstrate increasing technical control.	Perform confidently with fluency, accuracy and expression.
Notation	Represent sounds using pictures and symbols. Begin recognising simple notation.	Recognise crotchets, quavers, minims and semibreves. Recognise a stave.	Read and write simple staff notation. Understand treble clef and time signatures.	Read and respond to staff notation confidently. Understand pitch and rhythm notation.	Use notation to record and develop compositions.	Read, write and interpret notation independently and accurately.
Improvisation	Create simple question-and-answer phrases. Explore rhythm and pitch improvisation.	Improvise rhythmic and melodic patterns using limited notes.	Improvise short phrases using pentatonic scales and rhythmic patterns.	Improvise over grooves and simple chord progressions.	Develop longer, more musical improvisations.	Improvise confidently using a range of musical devices and structures.
Composition	Create simple sound patterns and musical stories.	Create graphic scores and simple rhythmic and melodic compositions.	Compose simple melodies and accompaniments with a clear structure.	Compose using verse, chorus and AB forms. Use dynamics effectively.	Combine melody, rhythm and harmony in original compositions.	Compose extended pieces with clear structure and expressive intent.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	Perform songs with actions and simple instrumental parts.	Rehearse and perform confidently to an audience.	Perform from memory and notation. Reflect on strengths and improvements.	Perform accurately as part of an ensemble.	Demonstrate audience awareness and ensemble skills.	Lead, perform and evaluate confidently and independently.

National Curriculum Music Expectations Progression

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Singing	Use voices expressively and creatively through singing songs, chants and rhymes.	Sing and perform with increasing confidence, accuracy, fluency, control and expression in solo and ensemble contexts.
Playing Instruments	Play tuned and untuned instruments musically.	Play musical instruments with increasing accuracy, fluency, control and expression. Perform both individually and as part of groups.
Listening	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with attention to detail and develop increasing aural memory. Appreciate a wide range of music from different traditions and periods.
Composition	Experiment with, create, select and combine sounds. Explore how music is organised.	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Organise and manipulate ideas within musical structures.
Improvisation	Explore sounds and simple musical ideas through experimentation.	Improvise confidently using musical elements and structures.
Notation	Begin to represent sounds and musical ideas. (No statutory requirement for formal notation.)	Use and understand staff notation and other forms of musical notation.

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Performance	Perform songs, chants and simple instrumental music.	Perform as soloists and ensemble members with increasing confidence and expression.
Musical Understanding	Explore and combine sounds using pitch, duration, dynamics, tempo, timbre, texture and structure.	Understand how music is created, produced and communicated through the inter-related dimensions of music and notation.
Music History & Appreciation	Listen to a variety of music and begin discussing preferences and responses.	Appreciate and understand music from different traditions, cultures, genres and historical periods. Develop an understanding of the history of music.

End of Key Stage Expectations

Key Stage 1

Pupils should be able to:

- Sing songs, chants and rhymes expressively.
- Play tuned and untuned instruments musically.
- Listen carefully to live and recorded music.
- Explore, create, select and combine sounds.
- Begin to understand musical elements such as pulse, rhythm, pitch, tempo and dynamics.

Key Stage 2

Pupils should be able to:

- Perform with increasing confidence, accuracy and expression.
- Play instruments in solo and ensemble contexts.

- Improvise and compose music for different purposes.
- Listen with attention to detail and recall sounds accurately.
- Read and use staff notation and other musical notation.
- Appreciate music from a range of cultural traditions, genres and historical periods.
- Understand how music is created, organised and communicated.
- Develop an understanding of the history of music.

National Curriculum Aims

By the end of primary education, pupils should:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Learn to sing, create and compose music individually and collaboratively.
- Learn to play musical instruments and use technology appropriately.
- Understand how music is created, produced and communicated through pitch, duration, dynamics, tempo, timbre, texture, structure and notation.