



Saint Joseph's Catholic Primary Voluntary Academy

MUSIC

2025-2027

CYCLE A and B

19/08/25 SB

What do we want for our pupils?
<u>Intent</u>
<u>Implementation</u>
What is our goal?
<u>Impact</u>

Assessment in Music

Mixed-Age Teaching and Learning

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. 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.

Aims

The national curriculum for music aims to ensure that all pupils:

- ☐ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ☐ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ☐ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music Curriculum 2025-2027 CYCLE A AND B

Cycle A

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	Find the beat	Rhythms	Introduce Untuned instruments	improvise	Compose	Graphic Score
Year 1 & 2	Introduce Basic Notation	Improvise	Music History	Call and Response	Compose	Reading Rhythms
Year 3 & 4	Call and Response	Stave Notation	'Reading Notation	Layering	Composing	Improvising
Year 5 & 6	Orchestra and Conducting	Dynamics	Writing a Song	Reading Notation	Improvisation	Perform

Cycle B

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	Find the beat	Rhythms	Introduce Untuned instruments	improvise	Compose	Graphic Score
Year 1 & 2	Rhythm Notation	Call Response	Composing	Improvising	Chords and Harmony	perform
Year 3 & 4	Introducing Dynamics	Reading Notation	Graphic Score	Layering	Pentatonic	Improvisation
Year 5 & 6	Ostinato	Scales	Play in a Ensemble	Technology	Rhythm	TDRIPS

NATIONAL CURRICULUM

In KS1 pupils are taught:

Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively 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
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS2 pupils are taught:

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

EYFS – Mixed Year Programme – CYCLE A and B

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Find the beat Identify, move, clap, and play to the beat.	Rhythms Copy simple rhythms through call and response. Sing a range of well-known nursery songs.	Introduce Untuned Instruments Create rhythms on classroom instruments.	Improvise Create rhythms on classroom instruments using one note.	Compose Create rhythms on classroom instruments using two notes.	Graphic score Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.

Year ONE and Year TWO – Mixed Year Programme – CYCLE A

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Introduce basic Notation Walk, move, clap, and play a steady beat. Compose using simplified music notation.	Improvise Create improvised question and answer phrases on classroom instruments. Compare high and low sounds through listening and singing.	Music history Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.	Call and Response Create improvised question and answer phrases on classroom instruments using at least 2 notes.	Compose Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.	Reading rhythms Begin to understand basic rhythm notation.

Year ONE and Year TWO – Mixed Year Programme – CYCLE B

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Rhythm notation Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.	Call and Response Improvise simple question and answer phrases creating a musical conversation.	Composing Compose, using known rhythmic notation and notes known on instrument.	Improvising Sing with increased control and accuracy of pitch. Compose short rhythmic phrases.	Chords & Harmony Identify the difference in sound between major and minor.	Perform Perform together, following instructions that combine the musical elements.

Year THREE and Year FOUR – Mixed Year Programme – CYCLE A

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Call and Response Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.	Stave notation Introduce the stave, lines, and spaces. Notate a composition on the stave within a range of two notes.	Reading Notation Carousel; developing skills on new instrument through improvisation.	Layering Understand and perform layered, rhythmic ostinato patterns.	Composing Final carousel; developing skills on new instrument through improvisation.	Improvising Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.

Year THREE and Year FOUR – Mixed Year Programme – CYCLE B

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Introducing Dynamics Play and perform melodies using stave notation and a small note range as part of a group with dynamics.	Reading Notation Perform in two or more parts from simple stave notation.	Graphic Score Explore knowledge of musical components by creating music/sound effects in a Graphical Composition.	Layering Understand and perform layered, melodic ostinatos patterns.	Pentatonic Compose short, pentatonic phrases, notation on a stave.	Improvisation Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.

Year FIVE and SIX – Mixed Year Programme – CYCLE A

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Orchestra & Conducting Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.	Dynamics Explore and understand a wide dynamic range.	Writing a Song Understand how chords are formed, creating an accompaniment to their piece.	Reading Notation Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.	Improvisation Improvise and play a melody, introducing semiquavers.	Perform Read and perform melodies using pitch notation within an octave range.

Year FIVE and Year SIX – Mixed Year Programme – CYCLE B

Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Ostinato Compose and notate a rhythmic and melodic ostinato.	Scales Explore scales and chords. Sing as part of a choir with a sense of ensemble and performance.	Play in an Ensemble Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.	Technology Use technology to create and record musical ideas, building to a composition.	Rhythm Explore samba music, and the use of syncopation. Play together as a Carnival Band.	TDRIPS Plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.