



## Music



Our music curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

Music is a subject in which talents can be discovered and flourish. Music develops listening, performing, vocal and practical skills as well as developing musical knowledge and helping to build social and cultural values.

We want our pupils to:

**L**ove learning about music and how it develops creativity, self-confidence, expression, and a sense of achievement.

**A**chieve their full potential by learning to sing, compose and perform alone and with others both in and outside of school.

Develop **c**uriosity by exploring music across a range of historical periods, styles, genres, traditions and how music is created, produced, and communicated.

Have **f**un by learning how to play a musical instrument.

Be **i**nspired by the work of musicians and great composers from the past and present.

Have memorable **e**xperiences by performing, listening, and evaluating a wide range of music

**L**earn life skills by understanding how music can enrich their own lives and those of others.

**D**evelop as individuals by providing challenge, support, and inspiration.

Music is a universal language that embodies one of the highest forms of creativity. Our curriculum aims to 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 develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

We use the Early Years Foundation Stage Framework and the national curriculum for music 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.

EY	National Curriculum	
	KS1	KS2
<p><b>Early Learning Goals (ELG)</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Use voices expressively focusing on the inter-related Dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• 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>• Develop an understanding of the history of music.</li> </ul>

Layfield enables children to access a creative, well-rounded, enjoyable, challenging, and progressive music curriculum, which provides learning in all areas of music. We use Charanga and GoMusic as our main resources for teaching music. Charanga is an interactive programme which follows the National Curriculum for music and builds on key skills and knowledge. It is engaging for all ages across school and makes learning fun. As the children progress through the year groups, they acquire new knowledge and skills and build on these, each year experiencing a higher

level of challenge. There are opportunities to develop both practically and theoretically and build strong relationships through paired/group and class work. Children learn to reflect, question, and review different aspects of music whilst learning to compose and perform.

Reception to Year 6 also receive specialist music teaching from GoMusic (Trust-wide music provision) and Tees Valley Music Service (TVMS) throughout the year. Specialist teachers cover key skills and learning objectives from our curriculum plan.

### EY

Songs, rhymes, mirroring actions, creating, and experimenting with sounds is a daily occurrence within our EY. The children build up a repertoire of songs and dances. We use the Birth to Five statements as guidance. Reception receive GoMusic lessons for rhythm and pulse.

### KS1

The children begin to learn how to play the recorder and boom whacker and read simple pieces of rhythmic notation.

### KS2

Children have further recorder and boom whacker skill sessions and continue to build on challenge into KS2. KS2 children are introduced to beginner glockenspiel skills and steel drumming as their notation skills develop. Upper KS2 children develop keyboard skills. KS2 develop their composition, musical appraisal, reflection, and performance skills throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>GoMusic</b> Rhythm and Pulse	<b>My Stories</b> Nursery rhymes and action songs Christmas Singing	<b>Me</b> Singing with backing music and adding actions	<b>Everyone</b> Instruments and their sounds, tapping simple rhythms	<b>Our World</b> Improvisation Playing instruments	<b>Big Bear Funk</b> Sharing and performing
Year 1	<b>Hey You!</b> Pulse, rhythm, and pitch	<b>GoMusic</b> Understanding Different Instruments	<b>Rhythm in the Way we Walk</b> Singing in groups	<b>In the Groove</b> Listening and comparing	<b>Round and Round</b> Tuned and untuned instruments, listening and appraising	<b>Your Imagination</b> Composition of simple melodies
Year 2	<b>Hands, Feet Heart</b> Improvising & composition	<b>Ho, Ho, Ho Christmas Singing</b> Loud and soft voices	<b>I Wanna Play in a Band</b> Instrument families/ listening and comparing music	<b>GoMusic Recorder skills 1</b>	<b>Zootime</b> Pulse, rhythm, pitch	<b>Introduction to Boom whackers</b>
Year 3	<b>Recorder skills 2</b>	<b>Let Your Spirit Fly</b> Pulse, rhythm, pitch, singing, playing	<b>GoMusic Boom whackers stage 2</b>	<b>Three Little Birds</b> Listening and appreciation, tuned/ untuned instruments	<b>The Dragon Song</b> Elements of music	<b>Reflect, Rewind and Replay</b> Comparing and contrasting music

Year 4	<b>Mamma Mia</b> Listening/ appreciation Maintain a part within an ensemble	<b>GoMusic</b> Glockenspiel stage 1	<b>TVMS</b> <b>Steel Pans</b>	<b>TVMS</b> <b>Steel Pans</b>	<b>Stop!</b> Listening and appraising, singing and composing	<b>Lean on Me</b> Listening and appraising, singing and composing
Year 5	<b>Living on a Prayer</b> Pulse, rhythm, pitch etc, singing and playing instruments	<b>Classroom Jazz</b> Composing, performing Listening and appreciation	<b>Make You Feel My Love</b> Musical elements- pitch, tempo, rhythm, melody and dynamics	<b>Fresh Prince of Bell Air</b> Pulse, rhythm, pitch etc, singing and playing instruments	<b>Dancing in the Street</b> Singing, composing, listening and appreciation	<b>GoMusic</b> <b>Glockenspiel stage 2</b>
Year 6	<b>Beginner Keyboard skills</b> Notation	<b>Happy</b> Listening and appreciation History of music	<b>A New Year Carol</b> Singing, listening and appraising	<b>Classroom Jazz 1</b> Layering sounds, singing in tune & how music conveys emotion	<b>Music and Me</b> Music from a variety of cultures	<b>End of year performance</b> Play and perform in solo and ensemble contexts

In addition to the National Curriculum, we place importance on giving children other musical opportunities in and out of school:

#### Peripatetic lessons

Children at Layfield are offered opportunities to play a wide range of instruments, for example the drums, keyboard, guitar, violin, flute, and clarinet.

#### Conyers Big Band & Big Sing

Our musically highly able and talented can participate in afterschool clubs alongside other local primary school children.

#### Performance Opportunities

We value giving Layfield children the opportunity to go out into the community and showcase their musical talents:

- Participating in the lighting of the Christmas tree in Yarm and the summer Yarm Gala
- Performance opportunities at Princess Alexandra Theatre alongside local primary schools
- Children in EY and KS1 performing at Christmas to parents
- KS2 children hold a traditional carol service in our local church
- We have visiting bands and choirs to school
- We regularly take EY, KS1 & KS2 children to watch performances at local theatres
- Year 6 performing at the end of year leavers' assembly for school and parents

## Skills and Knowledge Progress Grid 2024-25

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY Nursery  EY Reception	Through the Continuous Provision & Nativity Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing		Through the Continuous Provision Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., <i>loud/quiet, fast/slow</i> Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Explores and learns how sounds and movements can be changed		Through the Continuous Provision Sings to self and makes up simple songs <b>Involves</b> beginning to describe sounds and music imaginatively, e.g. 'This is <i>scary music</i> ' Creates rhythmic sounds and movements	
	Listening and responding to different styles of music Sings familiar songs, e.g., songs, songs from TV programmes, nursery rhymes, pop, songs from home and action songs	Instruments and their sounds. Tapping out simple rhythms Develops an understanding of how to create and use sounds intentionally Exploring how sounds can be changed To move with the pulse of the music.	Sing along with a pre-recorded song and add actions. Responds imaginatively to music e.g. <i>this music sounds like dinosaurs</i> Sing along with the backing music	Improvising leading to playing classroom instrument Makes music in a range of ways, e.g. plays with sounds creatively, Share and perform the learning	Playing instruments within the song Improvisation using voices and instrument Creates rhythmic sounds and movements Share and perform the learning	
Year 1	<b>Inter-related Dimensions of Music/ Listening and Comparing</b> How pulse, rhythm and pitch work together. Copying and clapping rhythms Pitch- high and low sounds <b>Tuned and untuned instruments</b> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader <b>Composition</b> Sing, play, improvise and compose		<b>Listening and comparing music genres</b> Listening to a variety of music to compare the similarities and differences. Blues, Baroque, Latin, Irish Folk, Funk. <b>Singing</b> Singing in groups using voices expressively focusing on volume		<b>Tuned Instruments-</b> using one or two notes <b>Composition</b> - a simple melody using simple rhythms choosing from the notes C + D or C, D + E.	
Year 2	<b>Singing</b> Use voices expressively focusing on loud, soft voice and singing simple repeated phrases. Learn to start and stop singing when following a leader. <b>Inter-related Dimensions of Music/ Listening and Comparing Singing</b> Tempo, finding the pulse in a piece of music		<b>Listening and comparing music</b> Instruments Families/ Orchestra/ Bands etc.	<b>Tuned Instruments</b> Play a simple tune using a recorder How to hold, how to make a sound, notes B, A, G, C Follow a piece of written rhythmic notation	<b>Inter-related Dimensions of Music/ Listening and Comparing</b> Rhythm, Pulse, Notation <b>Composition</b> To keep pulse etc	<b>Untuned Instruments</b> Introduction to Boom whackers- simple Follow a simple piece of rhythmic notation.
Year 3	<b>Tuned Instruments –</b> Recorder skills 2- revision of B, A, G, C, and introduction of E, D, G,	<b>Composition</b> using standard and invented symbols to represent sounds  <b>Singing-</b> singing songs solo and in groups	<b>Tuned Instrument &amp; Notation</b> Boom Whackers stage 2	<b>Inter-related Dimensions of Music</b> Using relevant musical vocabulary- pitch, rhythm, pulse, temp when talking about the elements of music	<b>Listening and Appreciation</b> A variety of music. <b>Musical performance</b> singing and using their tuned/ untuned musical skills	<b>Appreciation and understanding</b> Comparing and contrasting music from different periods in history.

<p><b>Year 4</b></p>	<p><b>Listening</b> Describing how music makes them feel. Recalling songs/ raps with increasing aural memory. <b>Singing</b>- Maintain a simple part within an ensemble. Continue to sing a broad range of unison songs &amp; raps with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p><b>Tuned instruments &amp; Notation Recorder –</b> Glockenspiel 1</p>		<p><b>Performing</b> Develop basic skills of a musical instrument over a sustained learning period. Play and perform melodies following notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Some from memory. <b>Tuned instruments &amp; Notation Recorder –</b> Steel pans</p>	<p><b>Inter-related Dimensions of Music</b> Creating and extending rhythmic patterns using a range of percussion and tuned instruments Composing Shape composition considering dynamics, timbre, and tempo. <b>Listening, Appreciation and understanding</b> Music from different cultures, composers, and traditions. Describe and evaluate different types of music.</p>	
<p><b>Year 5</b></p>	<p><b>Listening and appreciation</b> Appreciate and understand high quality music. Recognise and describe music and instruments from different periods in history. <b>Singing</b> -Singing in rounds and using a harmony</p>		<p><b>Listening and Appreciation –</b> how musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create effects. <b>Performing and composing</b> Create simple melodies using up to five different notes. Improvise using instruments in the context of a song to be performed <b>Composing</b> Song writing &amp; performing for others with instruments Improvise and notate musical phrases to develop compositions. Create simple rhythmic patterns and melodies.</p>	<p><b>Performing and composing-</b> maintain a part in a performance with confidence, accuracy and an awareness of what others are playing <b>Performing</b>_Perform from simple notation on tuned/untuned instruments. Maintain part in a performance Glockenspiel stage 2 <b>Listening and appreciation-</b> classical music and how musical elements (pitch, tempo, rhythm, melody, and dynamics) have been used to create effects.</p>	
<p><b>Year 6</b></p>	<p><b>Notation &amp; Performing</b> Introduction to keyboards Use keyboards to gain a better understanding of the notation. Build on all previous skills from Reception- Year 6.</p>	<p><b>Singing</b> Identifying how sounds can be combined and used expressively, layering sounds, and singing in tune with other performers. <b>Listening and Appreciation</b> Describe how music can be used to create effects and convey emotion.</p>	<p><b>Listening and Appreciation –</b> Pop/modern, Motown, Jazz, Latin, Blues, Gospel and Blues. <b>Composition –</b> Conyers- based on a theme or special event. Notation- Use conventional and unconventional notation when composing. Create complex rhythmic patterns using a variety of instruments with an awareness of timbre and duration.</p>	<p><b>Listening and Appreciation –</b> Listen and comment on the work of musicians and composers, indicating own preferences. <b>History of Music –</b> Explain the influence of historical events on music</p>	<p><b>Performing</b> Play and perform in solo and ensemble contexts- end of school performance Take the lead in performances and provide suggestions to others.</p>

The Music Curriculum and wider opportunities at Layfield, ensure all children build the skills, knowledge and understanding to experience, create and enjoy music and performing. Using the selected projects, children are inspired, and their curiosity and creativity stimulated.

Children leave Layfield prepared for the next stage of their education and with lifelong skills.