

CITY OF
ROCHESTER



SCHOOL

City of Rochester School Music Curriculum

Music Curriculum

Key Stage 1 – 4

Intent

- Music is a universal language that embodies one of the highest forms of creativity. 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. Music at City of Rochester School aims to provide a broad, balanced and differentiated curriculum, ensuring the progressive development of musical concepts, knowledge and skills.
- We believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is essential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A

Implementation

- The music curriculum ensures children sing, listen, play, perform and evaluate. The elements of music are taught in the lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In lessons children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

Impact

- Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self confidence, interaction with and awareness of others, and self-reflection.
- Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives
- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Music

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

Links To Other Subjects

Music, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), dance, art, ICT (composing, notation, research, use of iPads and recording for assessment), and PSHE (reflecting, listening, creating, performing). This subject links to careers education through discussion, information sharing and practical activities and experiences. These opportunities can lead to a better understanding of the further study options, training and work placements available in this field.

Learning in this subject may lead to possible careers in the following areas: performing, recording, instrument technician, teaching, music therapy.

Curriculum Overview

- * Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

EYFS - Explorers

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Happy To Be Me!	Jurassic Park Come Fly With Me! Asia	Over the Rainbow	Let's Play	No Place Like Home	Ticket Ride/Way Back When - Bicycles

KS1 – Pathfinders

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Internation Media Station – Music and its Purpose	Never Eat Shredded Wheat – Earth Music Come Fly With Me – Christmas Glockenspiels	Royal Patrons – Zadok The Priest	Unity in the Community – Notation	Going Wild – Carnival of the Animals	Jurassic Hunter – Body Percussion
Year 2	Happily Ever After – Sleeping Beauty	Paddington's Passport – London Bridge is Falling Down Zero to Hero – Great Composers	Children's Champion - Songwriting	Land Ahoy! – Pirate Songs	Light up The World – Exploring timbre, dynamics and pitch	The Visionary - GarageBand

KS2 – Adventurers/Navigators

Year 3 Ad A	That's All Folks – Film Music	Three Giant Steps – British Composers Come Fly With Me! Africa –	May the Force Be With You – Connect It	Athens vs Sparta – Ancient Greeks	Rainforests – Soundscapes	Out and About – Folk Music
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		African Drumming and Singing				
Year 4	Lightening Speed – Computer Game Music	Lindow Man – Cry Freedom – Songs of the Slaves	Rocky the Findosaur -	Law and Order - Reading Notation	Picture Our Planet – Weather and Seasons	Viking Warrior – Viking Saga Songs
Year 5	Mission Control – The Planets Suite	Pharoah Queen – Ancient Worlds I Have a Dream – Hairspray	In Your Element – BBC Ten Pieces – Storm Interlude	Wars of the World – Britain Since 1930	Global Warning - Recycling	Pupil Voice Projects
Year 6 Nav A	A World of Bright Ideas – Ukulele	Time Team – No Place Like Come Fly With Me – West Side Story	Go With the Flow – Water Music	You’re Not Invited – Rap/Protest Songs	Full of Beans – Machines	Titanic – Sea Shanties

KS3 - Pioneers

Year 7	The Elements of Music	Ukulele Skills	Arts Award Hooks and Riffs	Sonority City	Keyboard and Theory Skills
Year 8	Blues		Arts Award Film Music	Dance Music	Gamelan
Year 9	Band Skills		Arts Award Video Game Music	Rap	Samba

KS4

Explore Arts Award	Part A – Take Part	Part B – Find out	Part C – Create			Part D - Share		
Bronze Arts Award	Part A – Take Part	Part B – Experience	Part C – Find Out			Part D - Share		
Silver Arts Award	Unit 1 Part A – Plan an Arts Challenge	Part B – Implement and Review the Arts Challenge	Part C – Review Arts Events	Part D – Arts Research	Unit 2 – Plan a Leadership Project	Part B – Plan the Practical Issues	Part C – Effective Arts Leadership	Part D – Working Effectively With Others

KS5

Gold Arts Award	Unit 1 Part A – Extend Own Arts Practice	Part B – Career Development Opportunities in the Arts	Part C – Research Practitioners and Review Arts Events	Part D – Form and Communicate a View on an Arts Issue	Unit 2 Part A – Leadership Project Aims and Outcomes	Part B – Organise People and Resources	Part C – Manage the Project	Part D – Manage A Public Showing
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Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Internation Media Station – Music and its Purpose	Never Eat Shredded Wheat – Earth Music Come Fly With Me – Christmas Glockenspiels	Royal Patrons – Zadok The Priest	Unity in the Community – Notation	Going Wild – Carnival of the Animals	Jurassic Hunter – Body Percussion
Learning Objectives Covered	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices confidently in different ways. • Explore how sounds can be made and changed. • Recognise how sounds can be made and changed. • Identify the beat in different pieces of music. • Identify long and short sounds in music. • Respond appropriately to musical instructions. • Respond verbally and physically to different musical moods. • Create and choose sounds in response 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices confidently in different ways. • Explore how sounds can be made and changed. • Recognise how sounds can be made and changed. • Identify the beat in different pieces of music. • Identify long and short sounds in music. • Respond appropriately to musical instructions. • Respond verbally and physically to different musical moods. • Create and choose sounds in response 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices confidently in different ways. • Explore how sounds can be made and changed. • Recognise how sounds can be made and changed. • Identify the beat in different pieces of music. • Identify long and short sounds in music. • Respond appropriately to musical instructions. • Respond verbally and physically to different musical moods. • Create and choose sounds in response 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices confidently in different ways. • Explore how sounds can be made and changed. • Recognise how sounds can be made and changed. • Identify the beat in different pieces of music. • Identify long and short sounds in music. • Respond appropriately to musical instructions. • Respond verbally and physically to different musical moods. • Create and choose sounds in response 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices confidently in different ways. • Explore how sounds can be made and changed. • Recognise how sounds can be made and changed. • Identify the beat in different pieces of music. • Identify long and short sounds in music. • Respond appropriately to musical instructions. • Respond verbally and physically to different musical moods. • Create and choose sounds in response 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices confidently in different ways. • Explore how sounds can be made and changed. • Recognise how sounds can be made and changed. • Identify the beat in different pieces of music. • Identify long and short sounds in music. • Respond appropriately to musical instructions. • Respond verbally and physically to different musical moods. • Create and choose sounds in response

	<p>to given starting points.</p> <ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat. 	<p>to given starting points.</p> <ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat. 	<p>to given starting points.</p> <ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat. 	<p>to given starting points.</p> <ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat. 	<p>to given starting points.</p> <ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat. 	<p>to given starting points.</p> <ul style="list-style-type: none"> Follow pitch movements with their hands and use high, low and middle voices. Repeat short, rhythmic and melodic patterns to a given beat.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Happily Ever After – Sleeping Beauty	Paddington’s Passport – London Bridge is Falling Down Zero to Hero – Great Composers	Children’s Champion - Songwriting	Land Ahoy! – Pirate Songs	Light up The World – Singing Songs of the Sun	The Visionary - GarageBand
Learning Objectives Covered	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions eg tempo and pitch 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Select and order sounds within simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions eg tempo and pitch 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions eg tempo and pitch 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions eg tempo and pitch 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions eg tempo and pitch 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Select and order sounds withing simple structures and sounds in response to given starting points. Experiment with, create, select and combine sounds using inter-related musical dimensions eg tempo and pitch

<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> • Represent sounds with symbols. • Play musical instruments with expression and control, listening and observing carefully. • Identify the beat and join in getting fast and slower together. • Recognise and explore how sounds can be organised. • Begin to sing in tune with expression and control. • Recall, perform and accompany simple songs, sequences and rhythmic patterns. • Perform long and short sounds in music in response to symbols. • Respond to a range of high-quality live and recorded music.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	That's All Folks – Film Music	Three Giant Steps – British Composers Come Fly With Me – African Drumming and Singing	May the Force Be With You – Connect It	Athens vs Sparta – Ancient Greeks	Rainforests – Soundscapes	Out and About – Folk Music
Learning Objectives Covered	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore the way sounds can be combined and used expressively Improvise repeated patterns Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose. Explore sounds using symbols and ICT. Begin to recognise, recall and perform simple rhythmic patterns Recognise and explore different combinations of pitch sounds Listen carefully and recognise patterns and increase aural memory. Begin to sing in tune expressively with an awareness of beat and rhythm. Perform with control and awareness of audience.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Lightening Speed – Computer Game Music	Lindow Man – Cry Freedom – Songs of the Slaves	Rocky the Flindosaur -	Law and Order - Reading Notation	Picture Our Planet – Weather and Seasons	Viking Warrior – Viking Saga Songs
Learning Objectives Covered	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. • Improvise simple tunes based on the pentatonic scale. • Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. • Explore, recall and plan sounds using symbols and ICT. • Combine several layers of sound, observing the combined effect. • Listen carefully, recognise and use repeated patterns and increase aural memory. • Internalise sounds by singing parts of a 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. • Improvise simple tunes based on the pentatonic scale. • Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. • Explore, recall and plan sounds using symbols and ICT. • Combine several layers of sound, observing the combined effect. • Listen carefully, recognise and use repeated patterns and increase aural memory. • Internalise sounds by singing parts of a 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. • Improvise simple tunes based on the pentatonic scale. • Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. • Explore, recall and plan sounds using symbols and ICT. • Combine several layers of sound, observing the combined effect. • Listen carefully, recognise and use repeated patterns and increase aural memory. • Internalise sounds by singing parts of a 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. • Improvise simple tunes based on the pentatonic scale. • Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. • Explore, recall and plan sounds using symbols and ICT. • Combine several layers of sound, observing the combined effect. • Listen carefully, recognise and use repeated patterns and increase aural memory. • Internalise sounds by singing parts of a 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. • Improvise simple tunes based on the pentatonic scale. • Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. • Explore, recall and plan sounds using symbols and ICT. • Combine several layers of sound, observing the combined effect. • Listen carefully, recognise and use repeated patterns and increase aural memory. • Internalise sounds by singing parts of a 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion. • Improvise simple tunes based on the pentatonic scale. • Compose and perform simple melodies recognising different musical elements and how they can be used together to compose music. • Explore, recall and plan sounds using symbols and ICT. • Combine several layers of sound, observing the combined effect. • Listen carefully, recognise and use repeated patterns and increase aural memory. • Internalise sounds by singing parts of a

	<p>song 'in their heads' and attempt to play simple melodic phrases by ear.</p> <ul style="list-style-type: none"> Perform with awareness of different parts that others are playing or singing. 	<p>song 'in their heads' and attempt to play simple melodic phrases by ear.</p> <ul style="list-style-type: none"> Perform with awareness of different parts that others are playing or singing. 	<p>song 'in their heads' and attempt to play simple melodic phrases by ear.</p> <ul style="list-style-type: none"> Perform with awareness of different parts that others are playing or singing. 	<p>song 'in their heads' and attempt to play simple melodic phrases by ear.</p> <ul style="list-style-type: none"> Perform with awareness of different parts that others are playing or singing. 	<p>song 'in their heads' and attempt to play simple melodic phrases by ear.</p> <ul style="list-style-type: none"> Perform with awareness of different parts that others are playing or singing. 	<p>song 'in their heads' and attempt to play simple melodic phrases by ear.</p> <ul style="list-style-type: none"> Perform with awareness of different parts that others are playing or singing.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Mission Control – The Planets Suite	Pharoah Queen – Ancient Worlds I Have a Dream – Hairspray	In Your Element – Musical Elements	Wars of the World – Britain Since 1930	Global Warning - Recycling	Pupil Voice Projects
Learning Objectives Covered	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Improvise melodic and rhythmic phrases Compose form different starting points by developing ideas within musical structures. Explore the use of notation and ICT to 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Improvise melodic and rhythmic phrases Compose form different starting points by developing ideas within musical structures. Explore the use of notation and ICT 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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

	<p>support creative work.</p> <ul style="list-style-type: none"> • Suggest improvements to their own and others' work. • Identify the relationship between sounds and how music reflects different intentions. • Describe and compare different kinds of music using key musical vocabulary. • Listen carefully, developing and demonstrating musical understanding. • Perform by ear • Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect. • Sing songs with increasing control of breathing, posture and sound projection. • Use ICT to change and manipulate sounds 	<p>to support creative work.</p> <ul style="list-style-type: none"> • Suggest improvements to their own and others' work. • Identify the relationship between sounds and how music reflects different intentions. • Describe and compare different kinds of music using key musical vocabulary. • Listen carefully, developing and demonstrating musical understanding. • Perform by ear • Perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect. • Sing songs with increasing control of breathing, posture and sound projection. • Use ICT to change and manipulate sounds 	<p>using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • 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 	<p>a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>using the inter-related dimensions of music</p> <ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • Compose their own instrumental and vocal music and perform their own and others' compositions 	<ul style="list-style-type: none"> • Compose their own instrumental and vocal music and perform their own and others' compositions 				
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	A World of Bright Ideas – Ukulele	Time Team – No Place Like Come Fly With Me – West Side Story	Go With the Flow – Water Music	You're Not Invited – Rap/Protest Songs	Full of Beans – Machines	Titanic – Sea Shanties
Learning Objectives Covered	Pupils should be taught to: <ul style="list-style-type: none"> • Explore the use of notation and ICT to support creative expression. • Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved • Perform significant parts from memory, with awareness of their own contributions. • Analyse and compare musical features and 	Pupils should be taught to: <ul style="list-style-type: none"> • Explore the use of notation and ICT to support creative expression. • Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved • Perform significant parts from memory, with awareness of 	Pupils should be taught to: <ul style="list-style-type: none"> • Explore the use of notation and ICT to support creative expression. • Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved • Perform significant parts from memory, with awareness of their own contributions. • Analyse and compare musical features and structure using appropriate musical vocabulary. 	Pupils should be taught to: <ul style="list-style-type: none"> • Explore the use of notation and ICT to support creative expression. • Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved • Perform significant parts from memory, with awareness of their own contributions. • Analyse and compare musical features and 	Pupils should be taught to: <ul style="list-style-type: none"> • Explore the use of notation and ICT to support creative expression. • Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved • Perform significant parts from memory, with awareness of their own contributions. • Analyse and compare musical features and structure using appropriate musical vocabulary. 	Pupils should be taught to: <ul style="list-style-type: none"> • Explore the use of notation and ICT to support creative expression. • Refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved • Perform significant parts from memory, with awareness of their own contributions. • Analyse and compare musical features and structure using appropriate musical vocabulary.

	<p>structure using appropriate musical vocabulary.</p> <ul style="list-style-type: none"> • Listen carefully, demonstrating musical understanding and increasing aural memory. • Perform solo and lead others from notation. • Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. • Use a variety of notation. • Perform their own and others' compositions in a way that reflects their meaning and intentions. 	<p>their own contributions.</p> <ul style="list-style-type: none"> • Analyse and compare musical features and structure using appropriate musical vocabulary. • Listen carefully, demonstrating musical understanding and increasing aural memory. • Perform solo and lead others from notation. • Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. • Use a variety of notation. • Perform their own and others' compositions in a way that reflects their meaning and intentions. 	<ul style="list-style-type: none"> • Listen carefully, demonstrating musical understanding and increasing aural memory. • Perform solo and lead others from notation. • Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. • Use a variety of notation. • Perform their own and others' compositions in a way that reflects their meaning and intentions. 	<p>structure using appropriate musical vocabulary.</p> <ul style="list-style-type: none"> • Listen carefully, demonstrating musical understanding and increasing aural memory. • Perform solo and lead others from notation. • Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. • Use a variety of notation. • Perform their own and others' compositions in a way that reflects their meaning and intentions. 	<p>their own contributions.</p> <ul style="list-style-type: none"> • Analyse and compare musical features and structure using appropriate musical vocabulary. • Listen carefully, demonstrating musical understanding and increasing aural memory. • Perform solo and lead others from notation. • Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. • Use a variety of notation. • Perform their own and others' compositions in a way that reflects their meaning and intentions. 	<ul style="list-style-type: none"> • Listen carefully, demonstrating musical understanding and increasing aural memory. • Perform solo and lead others from notation. • Sub-divide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats. • Use a variety of notation. • Perform their own and others' compositions in a way that reflects their meaning and intentions.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Elements of Music	Ukulele Skills	Hooks and Riffs		Keyboard Skills and theory	
Learning Objectives Covered	<ul style="list-style-type: none"> listen with increasing discrimination to a wide range of music from great composers and musicians improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 		<ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 		<ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions listen with increasing discrimination to a wide range of music from great composers and musicians improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Blues		Film Music		Dance Music and Gamelan	
Learning Objectives Covered	<ul style="list-style-type: none"> develop a deepening understanding of the music that they perform and to which they listen, and its history play and perform confidently in a range of solo and ensemble contexts using their voice, 		<ul style="list-style-type: none"> develop a deepening understanding of the music that they perform and to which they listen, and its history play and perform confidently in a range of solo and ensemble contexts using their voice, playing 		<ul style="list-style-type: none"> develop a deepening understanding of the music that they perform and to which they listen, and its history use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 	

	<p>playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> • listen with increasing discrimination to a wide range of music from great composers and musicians • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions <p>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p>	<p>instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> • listen with increasing discrimination to a wide range of music from great composers and musicians • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions 	<ul style="list-style-type: none"> • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • listen with increasing discrimination to a wide range of music from great composers and musicians • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions <ul style="list-style-type: none"> • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Band Skills		Video Game Music		Rap and Samba	
Learning Objectives Covered	<ul style="list-style-type: none"> use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices 		<ul style="list-style-type: none"> improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history. play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 		<ul style="list-style-type: none"> use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices 	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 BTEC Year 1	Pearson BTEC Music Qualification number 600/6818/8					
Year 11 BTEC Year 2						

Explore Arts Award	Arts Award Explore: Entry Level Award in the Arts (Entry 3) - Qualification number: 600/3894/9
Bronze Arts Award	Bronze Arts Award: Level 1 Award in the Arts - Qualification number: 501/0081/6
Silver Arts Award	Silver Arts Award: Level 2 Award in the Arts - Qualification number: 500/9914/0
Gold Arts Award	Gold Arts Award: Level 3 Certificate in the Arts - Qualification number: 500/9666/7