Standlake CE Primary School

Curriculum Handbook

Music

Curriculum Statement

At Standlake Primary School, we teach music first and foremost to help children enjoy it and to develop a lifelong appreciation. We focus on developing the skills, knowledge, and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from around the world and across generations, teaching them to respect and appreciate the music of all traditions and communities. We aim for all pupils to understand that their contributions to compositions have value, both individually and collectively.

Through our delivery of the music curriculum, children develop the musical skills of singing, playing tuned and untuned instruments, improvising, composing, and listening and responding to music. They also develop an understanding of the history and cultural context of music and learn how music can be notated.

We are committed to ensuring that children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to participate in music in a variety of contexts.

Intent

At Standlake Primary School, our intent is to ensure that all pupils feel they are musical and develop a lifelong love of music.

Children have opportunities to compose and perform their own music, as well as to explore the work of others. They are introduced to music from around the world and across generations, gaining respect for and an appreciation of music from all traditions and cultures.

We value music as an important part of every child's entitlement to a broad and balanced curriculum. Our curriculum is designed to build on prior learning through carefully structured progression documents and the use of Knowledge Concept Vocabulary Organisers (KCVs). We provide a clear sequence of lessons to support teachers in covering the skills required to meet the aims of the national curriculum.

Children develop their interest and curiosity about music through a sequence of lessons that promote both skills and knowledge progression. They are given opportunities to ask questions and demonstrate their understanding in a variety of ways. Lessons also support children in developing emotional expression through music, enhancing their personal, social, and emotional development. Pupils are exposed to a range of significant artists and composers.

A high-quality music lesson should engage, inspire, and challenge pupils, equipping them with the knowledge and

skills to experiment, invent, create, and perform their own music. As children progress, they should be able to think critically and develop a secure and increasingly sophisticated understanding of music.

Implementation

The music curriculum at Standlake Primary School is designed to take a holistic approach to teaching music, in which the following strands are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Instrumental scheme lessons in Years 3 and 5 enable pupils to develop their expertise in playing a tuned instrument over the course of the school year.

Lessons are designed to be accessible to all children, while providing opportunities for support, stretch, and challenge. Delivered weekly, lesson content follows the school's approach to Rosenshine's Principles, with content regularly revisited and skills and knowledge built upon. Pupils are encouraged to actively participate in musical activities drawn from a range of styles and traditions, developing their skills and understanding of how music works.

Knowledge organisers have been developed for each unit to support pupils in building secure foundational knowledge and encouraging the recall of key concepts and vocabulary.

In the Early Years, we encourage singing and listening to music every day. In both Nursery and Reception, children learn a variety of songs and nursery rhymes, enabling them to develop enjoyment and confidence in singing and performing. By the time pupils leave Standlake Primary School, we aim for all children to have experienced being a musician or performer, supporting their development in a variety of ways.

At Standlake Primary School, music learning extends beyond the classroom. Pupils have the opportunity to receive specialist music lessons, participate in a school choir that performs at local events in Oxford and in the community, and take part in annual productions in every year group. In addition, weekly assemblies feature listening and discussion of new genres of music, giving pupils the chance to broaden their musical horizons. These experiences complement classroom learning, enabling children to develop confidence, performance skills, and a deeper appreciation of music in a variety of real-world contexts.

Impact

As a result of the music curriculum at Standlake Primary School, children become confident performers, composers, and listeners who are able to express themselves musically both within and beyond the school environment.

They develop an understanding that music exists in a wide range of styles and recognise how it is shaped by cultural, social, and historical contexts. Through strong links with the school and wider community, pupils are able to see the value and relevance of music in the real world.

We aim for all children to leave Standlake Primary School with a strong sense of their own musical identity—individuals who can express themselves, their feelings, and their emotions confidently in a variety of ways.

Recording

Throughout each unit of music at Standlake Primary School, children are recorded during their first lesson and again in their final performance to demonstrate the progress they have made. Performances are recorded in small groups to ensure that all children feel supported in their individual musical journey.

Children are given opportunities to view these performances as a class, allowing them to reflect on their own progress in music and encouraging them to set personal goals for further development.

Assessment

The impact of our music curriculum is continuously monitored through both formative and summative assessment opportunities. Within each lesson, teachers assess pupils against the learning objectives. At the end of each unit, there is often a performance element, which provides an opportunity for summative assessment of pupils' learning.

Knowledge organisers, developed to support each unit, include key concept questions that can also be used for assessment purposes.

Inclusion

Music at Standlake Primary School is for everyone. To promote inclusivity, our curriculum is designed to encompass all aspects of music. Pupils are given opportunities to use a range of instruments within each unit, which can be adapted to ensure that all children are able to access and participate fully.

Our range of topics is designed to engage children with a variety of interests, encouraging all pupils to develop a love of music. Lessons are structured to ensure that every child has an equal opportunity to learn, regardless of any disability or special educational need.

The ethos of our music curriculum promotes the development of self-confidence, encouraging pupils to see themselves as musicians and to recognise and value their own strengths and areas for development.

Cultural Capital

At Standlake Primary School, we aim to engage all pupils in music and broaden their cultural experiences. When studying existing musicians, children are exposed to a diverse range of people, representing different genders, backgrounds, ages, and life experiences. These examples include musicians from around the world, linked to the units of music they are studying.

Connections are made between different areas of learning, ensuring that pupils with varied interests are engaged with music. A wide range of teaching techniques is used to provide exciting opportunities for all children, including experiences they might not otherwise encounter outside of the school environment.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Pitch (Theme: Superheroes)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Pitch (Theme: Musical me)
Year 1/2 B	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Call and response (Theme: animals)	Musical symbols (Theme: Under the sea)	Contrasting dynamics (Theme: space)	Structure (Themes: Myths and legends)
Year 3/4 A	Unit 1: South Africa (instrumental lessons)	Developing singing technique (Theme: the Vikings)	Unit 2: Caribbean (instrumental lessons)	Body and tuned percussion (theme: rainforests)	Jazz	Adapting and transposing motifs (Theme: Romans)
Year 3/4 B	Creating compositions in response to an animation (Theme : Mountains)	Rock and roll	Ballads	Haiku, music and performance (Theme: Hanami festival)	Changes in pitch, tempo and dynamics (Theme: rivers)	Samba and carnival sounds and instruments (Theme: south America)
Year 5/6 A	Film music	Composition notation (Theme: Ancient Egypt)	Musical theatre	Theme and variations (theme: pop art)	Songs of World War 2	Composing and performing a leaver's song
Year 5/6 B	Looping and remixing	Blues	Dynamics, pitch and texture (Theme: Coast)	Composition to represent the festival of colour (Theme Holi festival)	South and West Africa	Composing and performing a leavers song

Listening

EYFS	Year 1/2	Year 3/4	Year 5/6
• *Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. • Exploring lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • Considering whether a piece of music has a fast, moderate or slow tempo. • Listening to sounds and • matching them to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. • Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly.	• Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Recognising timbre changes in music they listen to. • Recognising structural features in music they *listen to. • Listening to and recognising instrumentation.	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Recognising the use and development of motifs in music.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

	• Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work.	• Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related music) when discussing improvements to their own and others' work.	• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work

Composing

EYFS	Year 1/2	Year 3/4	Year 5/6
• Playing untuned percussion 'in time' with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways.	• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition • Beginning to make improvements to their work as suggested by the teacher. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music.	• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.	• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of

	• Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work.	• Suggesting improvements to others' work, using musical vocabulary.	accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary.

Performing

EYFS	Year 1/2	Year 3/4	Year 5/6
• Using their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. • Participating in performances to a small audience. • Stopping and starting playing at the right time.	• Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned	• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency. • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.

	percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	• Playing syncopated rhythms with accuracy, control and fluency.	• Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions.

History of music (KS2 only)

• Year 3/4	Year 5/6
• Understanding that music from different times has different features. (Also part of the Listening strand) • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	• Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

Inter-related Dimensions of Music

	EYFS	Year 1/2	Year 3/4	Year 5/6
Pitch	• To understand what 'high' and ' low' notes are.	• To understand that pitch means how high or low a note sounds. • To understand that 'tuned' instruments play more than one pitch of notes. • To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	• To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A. • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	• To understand that a minor key (pitch) can be used to make music sound sad. • To understand that major chords create a bright, happy sound. • To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. • To know that the Solfa syllables represent the pitches in an octave. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that a melody can be adapted by changing its pitch.

Duration	• To recognise that different sounds can be long or short.	• To know that rhythm means a pattern of long and short notes. • To know that 'duration' means how long a note, phrase or whole piece of music lasts. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	• To know that different notes have different durations, and that crotchets are worth one whole beat. • To know that written music tells you how long to play a note for. • To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. • To know that a motif in music can be a repeated rhythm.	• To know that 'poly-rhythms' means many different rhythms played at once. • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. • To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. • To know that a quaver is worth half a beat.
Dynamics	• To understand that instruments can be played loudly or softly.	• To know that dynamics means how loud or soft a sound is. • To understand that sounds can be adapted to change their mood, eg through dynamics. • To know that dynamics can change the effect a sound has on the audience.	• To know that the word 'crescendo' means a sound getting gradually louder. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	• To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. • To know that a melody can be adapted by changing its dynamics.

Tempo	• To recognise music that is 'fast' or 'slow'. • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	• To know that the 'pulse' is the steady beat that goes through music. performers • To understand that the pulse of music can change. • To know that my voice, body and instruments can • show fast and slow beats. • To know that tempo is the • speed of the music. • To understand that the tempo of a musical phrase can be changed to achieve a different effect.	• To know that playing in time means all playing together at the same speed.	• To understand that a slow tempo can be used to make music sound sad. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or ○ tempo of the sounds made. • To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	• To know that different instruments can sound like a particular character.	• To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. • To know that my voice can create different timbres to help tell a story. To know that musical instruments can be used to create 'real life' sound effects. • To understand an instrument can be matched to an animal noise based on its timbre	• To understand that the timbre of instruments played affect the mood and style of a piece of music. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. • To understand that both instruments and voices can create audio effects that describe something you can see.	• To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. • To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Texture	• To know that music often has more than one instrument being played at a time.	• To know that music has layers called 'texture'. • To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	• To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' • and 'rag' in traditional Indian music. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To understand that harmony means playing two notes at the same time, which usually sound good together.	• To understand that a chord is the layering of several pitches played at the same time. • To know that poly-rhythms means many rhythms played at once. • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	• To recognise the chorus in a familiar song	• To know that a piece of music can have more than one section, eg a verse and a chorus. • To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	• To know that in a ballad, a 'stanza' means a verse. • To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale. • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	• To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a 'theme' in music is the main melody

			• To know an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	and that 'variations' are when this melody has been changed in some way.
Notation	• To know that signals can tell us when to start or stop playing.	• To understand that music can be represented by pictures or symbols. • To know that 'notation' means writing music down so that someone else can play it • To know that a graphic score can show a picture of the structure and / or texture of music.	• To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • To know that 'performance directions' are words added to music notation to tell the performers how to play.	• To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • To know that chord progressions are represented in music by Roman numerals.