

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	National Curriculum	Subject End Points
Year 1	<p><u>Ourselves (Unit 1)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Place and change vocal sounds Explore and create a story using different voices and body expressively with a story book <p><i>Weekly listening, songs and games to help identify and use beat and the dimension of music (whole class and part of CIP)</i></p>	<p><u>Animals (Unit 3)</u> Pitch</p> <ul style="list-style-type: none"> Recognise high and low sounds with voice and body movements and song Create animal chant sounds and sequence <p><i>Weekly listening, songs and games to help identify and use beat and the dimension of music (whole class and part of CIP)</i></p>	<p><u>Weather (Unit 4)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Explore and control vocal then instrumental dynamics, duration and timbre Beethoven – Storm <p><i>Weekly listening, songs and games to help identify and use beat and the dimension of music (whole class and part of CIP)</i></p>	<p><u>Pattern (Unit 8)</u> Beat</p> <ul style="list-style-type: none"> Patterns of beats – identifying metre/rhythm Counting body percussion Reading simple scores Explore sounds on instruments and find different ways to vary their sound 	<p><u>Storytime (Unit 9)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Understand how music tells a story Identifying changes in tempo and dynamics Play and control fast, slow, loud and quite sounds on percussion instruments 	<p><u>Water (Unit 12)</u> Pitch</p> <ul style="list-style-type: none"> Identify changes in pitch Understand musical structure through listening and movement Use voice and then instruments to create descriptive sounds Play tuned percussion 	<p>Key stage 1 - Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>1. Sing: Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>2. Play: Play and perform instruments in solo and ensemble contexts, reading notations, playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Year 2	<p><u>Ourselves (Unit 1)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Describe, develop and use vocal sound to express feelings/moods Notate pitch shape and duration using simple line graphics Understand structure of call and response 	<p><u>Our Land (Unit 3)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Explore timbre and texture Listen to and perform music inspired by myths linked to the lands of the UK Understand structure and techniques to explore and produce sounds in different ways (e.g. shake, strike, pluck) 	<p><u>Our Bodies (Unit 4)</u> Beat</p> <ul style="list-style-type: none"> Chant and sing in two parts while playing a steady beat Listen to and repeat rhythm patterns on body and instruments 	<p><u>Storytime (Unit 7)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Tchaikovsky – Hall of the Mountain King Use images to stimulate compositions Explore voices to create descriptive musical effects Combine sounds (rhythm, pitch, dynamics) and develop these further 	<p><u>Weather (Unit 9)</u> Exploring Sounds</p> <ul style="list-style-type: none"> Vivaldi – The Four Seasons Listen to and explore descriptive sounds Listen to, rap, and sing word rhythms Simple ostinato used in warm ups Compose music to illustrate a story using voices and instruments 	<p><u>Water (Unit 11)</u> Pitch</p> <ul style="list-style-type: none"> Understand pitch linking movement, voice and instruments to graphic notes/notes Learn new ways to use pitch to match ideas e.g. glissando Explore and compose using a variety of pitch shapes and various ways to create sounds to match their ideas 		
Year 3	<p><u>Environment (Unit 1)</u> Composition</p> <ul style="list-style-type: none"> Chose and explore timbres linked to poems/environment Sing in two-part harmony Accompany a song with a melodic ostinato on tuned percussion Understand ternary form and compose music using simple ternary structure 	<p><u>Building (Unit 2)</u> Beat</p> <ul style="list-style-type: none"> Layer repeating rhythm patterns (ostinato) using voice, actions and untuned percussion instruments Make choices about musical structure Understand how music can be organised in sequence and layers Read graphic scores with a focus on rhythm 	<p><u>China (Unit 5)</u> Pitch</p> <ul style="list-style-type: none"> Understand the pentatonic scale Listen to and learn about traditional Chinese music Read and use graphic notations with a pentatonic scale Play, perform and compose using tuned percussion with the pentatonic scale 	<p><u>Time (Unit 6)</u> Beat</p> <ul style="list-style-type: none"> Identify metre in a piece of music Play independent parts in more than one metre simultaneously (body, tuned and untuned percussion) Perform rhythmic ostinati individually and in combination Improvise to an ostinato accompaniment Recognise rhythms in staff notation Listen to and learn about a Romantic piece of music 	<p><u>In The Past (Unit 7)</u> Pitch</p> <ul style="list-style-type: none"> Origins of pitch notation Hand signals Compose 3 note melodies Understand, read and use pitch and simple rhythm notation Listen to and learn about medieval antiphon and Tudor dance music 	<p><u>Food and Drink (Unit 12)</u> Performance</p> <ul style="list-style-type: none"> Explore simple accompaniments using beat and rhythm patterns Use a score to combine sounds to create different musical textures Compose word rhythms to create musical recipes Play and perform music with drones and ostinato 	<p>Key stage 2 - 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 using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>3. Listen: Listen with attention, detail and with increasing aural memory, evaluating and appreciating a wide range of high-quality music made by themselves and from a diversity of traditions, times and people in history.</p> <p>4. Compose: Create music for a range of purposes and audiences, exploring, organising and manipulating interrelated dimensions of music and notation, embracing a collaborative and creative process</p>
Year 4	<p><u>Poetry (Unit 1)</u> Performance</p> <ul style="list-style-type: none"> Use beatbox techniques to imitate the sound of a drum kit and perform Perform a poem as an ensemble with rhythmic accuracy to a steady beat Balance voices in a performance by choosing appropriate dynamics Understand how rhythmic articulation affects musical phrasing 	<p><u>Environment (Unit 2)</u> Composition</p> <ul style="list-style-type: none"> Know how the environment inspired composers through history Compose own music inspired by seasons/environment Explore the descriptive music of two famous composers of the 20th and 21st century Compose an introduction to a song 	<p><u>Building (Unit 5)</u> Beat</p> <ul style="list-style-type: none"> Combine four body ostinati as a song accompaniment Improvise melodies with a given set of 5 notes (pentatonic scale) Describe the structure of an orchestral piece of music Use rondo structure to build a performance 	<p><u>Around The World (Unit 6)</u> Pitch</p> <ul style="list-style-type: none"> Play a pentatonic song with leaps in pitch on tuned percussion Combine singing with tuned and untuned percussion in a performance Compose and notate pentatonic melodies in a graphic score Lean about and sing an African-American spiritual Develop listening skills by analysing and comparing music from different traditions 	<p><u>Time (Unit 12)</u> Beat</p> <ul style="list-style-type: none"> Sing a song with three parts Understand syncopation and clap off-beat rhythms Identify the metre of a new song or piece Play and sing repeated patterns (ostinati) from staff notation Match short rhythmic phrases with rhythm notation Listen to and analyse 20th century ballet music Play bell patterns and create own descriptive music 	<p><u>Ancient Worlds (Unit 7)</u> Structure</p> <ul style="list-style-type: none"> Identify key features of minimalist music Compare and contrast the structure of two pieces of music Explore layers and layering using a graphic score (layered pyramid structure) Explore adding and removing layers to change the dynamics and texture of music Play ostinato rhythms on different instruments 		
Year 5	<p><u>Our Community (Unit 1)</u> Performance</p> <ul style="list-style-type: none"> Compose music inspired by local community Conduct metre of two, three and four Prepare for a performance by considering narration, performance space, setting and other logistics Develop accompaniments using ostinato and invent or improvise rhythm on untuned percussion Learn about jazz scat singing and device scat sounds Learn to sing from English musical heritage (20th Century) 	<p><u>Solar System (Unit 2)</u> Listening</p> <ul style="list-style-type: none"> Listen, sing and compose 'space music' Develop techniques of performing rap using texture and rhythm Create and present a performance of song, music and poetry focusing in on timbre of tuned and untuned instruments Hear and use the features of the whole tone scale Play and improvise using the whole tone scale Listen to music with focus and analyse using musical vocabulary 	<p><u>Life Cycles (Unit 3)</u> Structure</p> <ul style="list-style-type: none"> Create musical effects using contrasting pitch Compare and contrast two pieces of 19th Century Romantic music Read a melody in staff notation Explore and extend vocal techniques through listening to and composing 'a Capella' coal music based on graphic scores Learn about the music of the early Baroque opera Johannes Brahms, Luciano Berio, Franz Liszt, Claudio Monteverdi 	<p><u>Keeping Healthy (Unit 4)</u> Beat</p> <ul style="list-style-type: none"> Learn about body-popping and gospel music to create a performance using new musical techniques Sing and play scales, chromatic melodies, drones and syncopated rhythms accurately Read grid or staff notation to play a bassline Sing and play an American spiritual 	<p><u>At The Movies (Unit 5)</u> Composition</p> <ul style="list-style-type: none"> Understand the effect of music used in animations and movies from 1920s up to present day Learn about and explore the techniques used for soundtracks and film scores, particularly the effect of changes in tempo Use and combine the musical dimensions to create and perform music for a movie Sing and play percussion in a group piece with changes in tempo and dynamics 	<p><u>Celebration (Unit 6)</u> Performance</p> <ul style="list-style-type: none"> Create a performance for a class assembly concert or fete Sing a song in unison and three-part harmony Perform a song with a complex structure in four parts Sing with attention to accuracy in rhythm, pitch and dynamics Develop ensemble playing, focusing on steady beat and placing notes accurately together Control short, loud sounds on a variety of instruments 	<p>Key stage 2 - 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 using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>3. Listen: Listen with attention, detail and with increasing aural memory, evaluating and appreciating a wide range of high-quality music made by themselves and from a diversity of traditions, times and people in history.</p> <p>4. Compose: Create music for a range of purposes and audiences, exploring, organising and manipulating interrelated dimensions of music and notation, embracing a collaborative and creative process</p>

		<p>and use of dimensions (modern classical/avant garde 20th entry and 19th century impressionist music)</p> <ul style="list-style-type: none"> Claude Debussy, Gustave Holst, George Crumb 	<ul style="list-style-type: none"> Learn about a variety of musical moods, styles and genres Use the above to create a graphic score, compose and apply new techniques and structures. 		<ul style="list-style-type: none"> Perform music together in synchronisation with a short movie Evaluate and refine compositions with reference to the inter-related dimension of music 	<ul style="list-style-type: none"> Explore and analyse a song arrangement and its structure Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time 	
Year 6	<p><u>World Unite (Unit 1)</u> Step Dance Performance</p> <ul style="list-style-type: none"> Demonstrate understanding of beat and syncopation through singing and body percussion compositions Demonstrate coordination and rhythm skills through a complex circle game Devise, combine and structure rhythms through dance and music Demonstrate understanding of pitch through singing from simple staff notation 	<p><u>Journeys (Unit 2)</u> Song Cycle Performance</p> <ul style="list-style-type: none"> Convey lyrical meaning through expressive singing in a part-song with echoes (e.g. linked to refugees and migration) Develop song cycles for performance, making decisions about texture, staging and dramatization Learn to sing major and minor note patterns accurately Demonstrate planning, directing, and rehearsing skills through allocated roles, such as technicians and researchers Learn a 1980s pop song with understanding of its structure Learn to sing a 21st century British choral work 	<p><u>Growth (Unit 3)</u> Street Dance Performance</p> <ul style="list-style-type: none"> Play a choral accompaniment to a piece Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music Follow and interpret a complex graphic score for four instruments Learn to sing and play ostinato from an early 20th century orchestral work Ravel's Bolero 	<p><u>Roots (Unit 4)</u> Mini Musical Performance</p> <ul style="list-style-type: none"> Develop, rehearse and perform, a mini-musical, including dialogue, singing, playing and movement Improvise descriptive music on instruments and other sound makers Play and create a combination of rhythms Sing and play traditional Ghanaian music Sing two West African call and response songs in two groups Understand the effects of slave trade on a West African village Change the mood of music with awareness of the musical dimensions 	<p><u>Class Awards (Unit 5)</u> Awards Show Performance</p> <ul style="list-style-type: none"> Refine vocal performance with consideration of posture, breathing and enunciation Compose programme music from visual stimulus Discuss the music of Russian Romantic composer with reference to a painting from the same period 	<p><u>Moving On (Unit 6)</u> Leavers Assembly Performance</p> <ul style="list-style-type: none"> Perform complex song rhythms confidently Change vocal tone to reflect mood and style Experience and understand the effects of changing harmony Listen to and understand modulation 	

Music at The Stour Academy Trust

Have you ever heard a song and it takes you back to a cherished moment in your life or simply just makes you want to move? Indeed, music flows through the fabric of our lives and our school too, compelling us to move, feel and think in ways other mediums do not. Because of this, music holds a special place in our curriculum and school community. Our music curriculum inspires pupils to develop a love of music and discover their talent as musicians. It is adapted from Music Express. It builds from a foundation of listening, singing, movement and playful exploration and manipulation of sounds from a range of contexts, times, people and traditions. It builds towards more complex use of music, structures, compositions and performances. It is planned in a sequence where knowledge of beat, pitch, duration, dynamics, tempo, timbre, texture, structure and notation are built upon across the year and across the school, leading to confident music thinkers and makers. At the heart of it, is exploration and composition. It's through explorations and composition where the combination of the above knowledge and skills can be discovered and applied - where creativity and collaboration flourish. Here, children can take ownership and lead the music making process, building the types of creative and independent learners our academy aims to inspire. Musical events are embraced so children can experience music beyond their classroom and hone their performance skills, taking part in music workshops, school assemblies, performing to the wider community or in live concerts such as Young Voices at the O2 in London. The sheer joy of music making and listening can feed the soul of our school community, enriching each child and adult, further nourishing our social, cultural, emotional and spiritual growth for now and our future lives. Let the concert of life play on...

Subject End Points

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- Sing:** Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- Play:** Play and perform instruments in solo and ensemble contexts, reading notations, playing musical instruments with increasing accuracy, fluency, control and expression.
- Listen:** Listen with attention, detail and with increasing aural memory, evaluating and appreciating a wide range of high-quality music made by themselves and from a diversity of traditions, times and people in history.
- Compose:** Create music for a range of purposes and audiences, exploring, organising and manipulating interrelated dimensions of music and notation, embracing a collaborative and creative process

To find out more about how Music Express has been designed, click on the links below:

[Model Music Curriculum and Music Express](#)

[Skills Progression Y1-6](#)

[Curriculum Maps Y1-6](#)

[Music Express Skills By Year Group Y1-6](#)

[Cross Curricular Overview](#)