



St. Paul's Long-Term Planning

Music - National Curriculum Overview

EYFS – Pupils will sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

KS1 - Pupils will 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 and experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 – Pupils will sing and play musically with increasing confidence and control. They develop an understanding of music composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music. Pupils listen with attention to detail and recall sounds with increasing aural memory. Pupils use and understand staff and other musical notations. Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from traditions and from great composers and musicians. Pupils develop an understanding of the history of music.

EYFS Expressive Arts and Design	KS1 Music	KS2 Music
<p>Communication and Language</p> <p>Physical Development</p> <p>Expressive Arts and Design</p>	<p>Listening and Responding to Music</p> <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p>	<p>Listening and Responding to Music</p> <p>Understanding and Using the Language of Music</p> <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p>

Our Music curriculum has been designed so that all learners have the knowledge and skills they need to develop a true appreciation for a wide variety of styles and genres of music. We aim to provide all the necessary tools for future learning that our children may require. The 2021 research review into Music states that ‘a central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical’. Our learners study the National Curriculum (2014) as a basic entitlement, but our creative, cross-curricular approach provides enrichment beyond this, beginning in EYFS, Key Stage 1 and Key Stage 2.

To ensure that pupils develop a secure knowledge that they can build on, our music curriculum is organised into a model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. This begins in EYFS with the children beginning to tune in to and describe different sounds. They learn an increasing repertoire of familiar songs and are encouraged to experiment with different instruments and materials to create sounds of different pitches and rhythms. The skills and progression focus on musical theory, musical history, composition, improvisation, playing and singing. These are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content is organised by each year group through a long-term plan. Content knowledge, vocabulary and skills are taught through the Charanga music scheme to ensure that lessons are progressive and build on prior knowledge and skills.

Our location as a Greater Manchester school brings with it a wealth of cultural opportunities. We are supported in our music curriculum by our local music service (MAPAS) who provide extra-curricular instrumental tuition as well as a “Wider Opportunities” curriculum in Year 5 working towards and ending with an ensemble performance. We aim to provide our children with hands on, real world context for their musical knowledge to allow them to develop a deep and varied appreciation for all aspects of music.

The Whole School Golden Threads, Reading, Emotional Well-being and Caring for All Creation, are woven into the Music curriculum. In addition to the reading of music (staff and other musical notations) and assigning meaning, music supports the learning of reading across the whole school through the use of song lyric comprehensions. Children are given the opportunity to decode, comprehend and infer the meaning of words, lines of songs and verses to gain a deeper understanding of the piece of music, overall.

The task structure of the Music sessions at St. Paul's is simple and consistent so that pupils' attention can be given to the important musical aspects of the curriculum, thus avoiding cognitive overload and supporting the development of Emotional Well-being throughout the school. The successes of our children's musical abilities are celebrated across school.

Children are given the opportunity to take part in musical performances across the school year which include, but are not limited to, Young Voices and choir events. In addition to this, the children's individual musical talents are celebrated in end of year assemblies to showcase their learning during extra-curricular brass, woodwind or percussion tuition. The Music curriculum encourages pupils to care for all creation. Pupils are exposed to a wide range of music which supports them to develop an awareness of music around the world and throughout history.

“Music can name the unnameable and communicate the unknowable.” – Leonard Bernstein

	Autumn	Spring	Summer
Nursery	<p>Continuous Provision, Daily Nursery Rhymes & Can Do Music</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<p>Continuous Provision, Daily Nursery Rhymes & Can Do Music</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. 	<p>Continuous Provision, Daily Nursery Rhymes & Can Do Music</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception	<p>Continuous Provision, Daily Nursery Rhymes & Charanga Music</p> <p>Autumn 1: Me Autumn 2: My stories</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Continuous Provision, Daily Nursery Rhymes & Charanga Music</p> <p>Spring 1: Everyone Spring 2: Our world</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Continuous Provision, Daily Nursery Rhymes & Charanga Music</p> <p>Summer 1: Big bear funk Summer 2: Musical activities</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Improvisation using voices and instruments). Create collaboratively, sharing ideas, resources and skills. (Riff- based composition).

	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. (Singing and learning to play instruments within a song). 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. (Singing and learning to play instruments within a song).
Year 1	<p>Autumn 1: Social Theme: How can we make friends when we sing together? Musical Spotlight: Introducing beat</p> <p>Autumn 2: Social Theme: How does music tell stories about the past? Musical Spotlight: Adding rhythm and pitch</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with concentration to a range of high-quality live and recorded music. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. experiment with, create, select and combine sounds. 	<p>Spring 1: Social Theme: How does music make the world a better place? Musical Spotlight: Introducing tempo and dynamics</p> <p>Spring 2: Social Theme: How does music help us to understand our neighbours? Musical Spotlight: Combining pulse, rhythm and pitch</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with concentration to a range of high-quality live and recorded music. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. experiment with, create, select and combine sounds. 	<p>Summer 1: Social Theme: What songs can we sing to help us through the day? Musical Spotlight: Having fun with improvisation</p> <p>Spring 2: Social Theme: How does music teach us about looking after our planet? Musical Spotlight: Explore sound and create a story</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with concentration to a range of high-quality live and recorded music. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. experiment with, create, select and combine sounds.
Year 2	<p>Autumn 1: Social Theme: How does music help us to make friends? Musical Spotlight: Exploring simple patterns</p> <p>Autumn 2: Social Theme: How does music teach us about the past? Musical Spotlight: Focus on dynamics and tempo</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with concentration to a range of high-quality live and recorded music. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. experiment with, create, select and combine sounds using inter-related dimensions of music. 	<p>Spring 1: Social Theme: How does music make the world a better place? Musical Spotlight: Exploring feelings through music</p> <p>Spring 2: Social Theme: How does music teach us about our neighbourhood? Musical Spotlight: Inventing a musical story</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with concentration to a range of high-quality live and recorded music. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. experiment with, create, select and combine sounds using inter-related dimensions of music. 	<p>Summer 1: Social Theme: How does music make the world a better place? Musical Spotlight: Exploring feelings through music</p> <p>Summer 2: Social Theme: How does music teach us about our neighbourhood? Musical Spotlight: Inventing a musical story</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with concentration to a range of high-quality live and recorded music. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. experiment with, create, select and combine sounds using inter-related dimensions of music.

<p>Year 3</p>	<p>Autumn 1: Social Theme: How does music bring us closer together? Musical Spotlight: Developing notation skills</p> <p>Autumn 2: Social Theme: What stories does music tell us about the past? Musical Spotlight: Enjoying improvisation</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using their voices and playing musical instruments. improvise and compose music. 	<p>Spring 1: Social Theme: How does music make the world a better place? Musical Spotlight: Composing using your imagination</p> <p>Spring 2: Social Theme: How does music help us get to know our community? Musical Spotlight: Sharing musical experiences</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using their voices and playing musical instruments. improvise and compose music. 	<p>Summer 1: Social Theme: How does music make a difference to use everyday? Musical Spotlight: Sharing musical experiences</p> <p>Summer 2: Social Theme: How does music connect us with our planet? Musical Spotlight: Recognising different sounds</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using their voices and playing musical instruments. improvise and compose music.
<p>Year 4</p>	<p>Autumn 1: Social Theme: How does music bring us together? Musical Spotlight: Interesting time signatures</p> <p>Autumn 2: Social Theme: How does music connect us with our past? Musical Spotlight: Combining elements to make music</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. 	<p>Spring 1: Social Theme: How does music improve our world? Musical Spotlight: Developing pulse and groove through improvisation</p> <p>Spring 2: Social Theme: How does music teach us about our community? Musical Spotlight: Creating simple melodies together</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. 	<p>Summer 1: Social Theme: How does music improve our world? Musical Spotlight: Developing pulse and groove through improvisation</p> <p>Summer 2: Social Theme: How does music teach us about our community? Musical Spotlight: Creating simple melodies together</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory. 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations.

	<p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using their voices and playing musical instruments with increasing control and expression. improvise and compose music using the inter-related dimensions of music. 	<p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using their voices and playing musical instruments with increasing control and expression. improvise and compose music using the inter-related dimensions of music. 	<p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</p> <ul style="list-style-type: none"> play and perform in ensemble contexts, using their voices and playing musical instruments with increasing control and expression. improvise and compose music using the inter-related dimensions of music.
Year 5	<p>Autumn 1: Social Theme: How does music bring us together? Musical Spotlight: Learning to play the Steel pan drums</p> <p>Autumn 2: Social Theme: How does music connect us with our past? Musical Spotlight: Learning to play the steel pan drums</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> Understand the musical elements of pulse, pitch and rhythm in the music Recognise simple structures; the repetition of rhythmic and melodic phrases. listen with attention to detail and recall sounds with increasing aural memory. Listen to a range of music from different origins, traditions, history and social contexts- traditional steel pan songs and reimagined versions of current pop songs on steel pans. <p>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. Use and understand different dynamics (fortissimo, pianissimo) <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Spring 1: Social Theme: How does music teach us about our community? Musical Spotlight: Learning to play the Steel pan drums</p> <p>Spring 2: Social Theme: How does music teach us about our community? Musical Spotlight: Learning to play the steel pan drums</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> Understand the musical elements of pulse, pitch and rhythm in the music Recognise simple structures; the repetition of rhythmic and melodic phrases. listen with attention to detail and recall sounds with increasing aural memory. Listen to a range of music from different origins, traditions, history and social contexts- traditional steel pan songs and reimagined versions of current pop songs on steel pans. <p>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. Use and understand different dynamics (fortissimo, pianissimo) <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Summer 1: Social Theme: How does music shape our way of life? Musical Spotlight: Learning to play the Steel pan drums</p> <p>Summer 2: Social Theme: How does music connect us with the environment? Musical Spotlight: Learning to play the steel pan drums</p> <p>Listening and Responding to Music</p> <ul style="list-style-type: none"> Understand the musical elements of pulse, pitch and rhythm in the music Recognise simple structures; the repetition of rhythmic and melodic phrases. listen with attention to detail and recall sounds with increasing aural memory. Listen to a range of music from different origins, traditions, history and social contexts- traditional steel pan songs and reimagined versions of current pop songs on steel pans. <p>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> use and understand staff and other musical notations. Use and understand different dynamics (fortissimo, pianissimo) <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music.
Year 6	<p>Autumn 1: Social Theme: How does music bring us together? Musical Spotlight: Developing melodic phrases</p> <p>Autumn 2: Social Theme: How does music connect us with our past? Musical Spotlight: Understanding structure and form</p>	<p>Spring 1: Social Theme: How does music improve our world? Musical Spotlight: Gaining confidence through performance</p> <p>Spring 2: Social Theme: How does music teach us about our community? Musical Spotlight: Exploring notation further</p>	<p>Summer 1: Social Theme: How does music shape our way of life? Musical Spotlight: Using chords and structure</p> <p>Summer 2: Social Theme: How does music connect us with the environment? Musical Spotlight: Respecting each other through composition</p>

	<p>Listening and Responding to Music</p> <ul style="list-style-type: none"> ● listen with attention to detail and recall sounds with increasing aural memory. ● 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> ● use and understand staff and other musical notations. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. 	<p>Listening and Responding to Music</p> <ul style="list-style-type: none"> ● listen with attention to detail and recall sounds with increasing aural memory. ● 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> ● use and understand staff and other musical notations. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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. 	<p>Listening and Responding to Music</p> <ul style="list-style-type: none"> ● listen with attention to detail and recall sounds with increasing aural memory. ● 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>Understanding and Using the Language of Music</p> <ul style="list-style-type: none"> ● use and understand staff and other musical notations. <p>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</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.
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