



Music Curriculum

EYFS to Year 6

Overarching Principles

Music

Subject Vision

“I don’t sing because I’m happy, I’m happy because I sing.” William James

At Abingdon, we echo the vision of our music providers, Sing Education, that ‘Every Child has a Voice’. Using Sing Education ensures high quality music provision for all, enabling all children to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents. The music curriculum has been designed with our context in mind: celebrating cultures from across the world so that children can see themselves and the music from their country of birth in the music they learn to sing and play and be proud and celebrate their musical heritage. We know that music has the power to change lives. As we teach to the National Curriculum for Music, we know that our pupils are having fun finding out why they love music, growing in their technical capacity, improving their self-confidence and wellbeing and most importantly building a musical foundation that will last them a lifetime.

“Where words fail, music speaks.” Hans Christian Anderson

In addition to the weekly music lesson, children also have the opportunity to learn the ukulele and be part of our school choir, singing both locally and regionally. In addition, we have termly musical celebrations across school and for our community.

Subject Intent

- ❖ Our intent is to equip students with the knowledge, skills, and cultural awareness necessary to appreciate and engage with music in a meaningful way.
- ❖ We aspire to cultivate well-rounded musicians who can sing, play, compose, and perform with proficiency and enthusiasm.
- ❖ Through our music curriculum, we seek to instil in our students a sense of curiosity, an appreciation for diverse musical traditions, and the ability to connect emotionally with music.
- ❖ Ensure that every student, regardless of background or prior experience, has access to a rich and varied musical education. We believe that music is an essential part of a well-rounded education, contributing to students' intellectual, emotional, and social development.
- ❖ We aim to empower every student to express themselves through music, building their confidence, teamwork, and self-expression.

Teaching and Learning Overview

Abingdon Classroom: This is how we do it....		
Behaviour for learning		
Positive relationships • Mutual respect • Emotional support	Effective learning environment • Working walls • Celebration of learning	Engaging and relevant curriculum • Inclusive • Diverse
Effective Teaching and Learning		
Builds on and activates prior knowledge	Questioning	Talk
Vocabulary	Feedback	Sequenced steps to enable new learning
Modelling	Identifying and addressing misconceptions	Assessment for and of learning
Retrieval practice - long term memory	Adapted learning for the needs of individual pupils	Resources – to support, scaffold, challenge

Key Subject Specific Teaching Approaches

- ❖ Lessons taught by SING education music specialist
- ❖ Use Kodaly method to ensure that musical concepts are presented systematically and aligned with students' prior experiences.
- ❖ Lessons are enriched with high-quality resources and instruments
- ❖ Regular performances and recordings at the end of each half term

EYFS

Across nursery and reception, Music knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the Music knowledge within the overarching topics using these units of learning as the vehicles of delivery.

Early Learning Goals – Being Imaginative and Expressive

- . Perform songs, rhymes, poems and stories with others and try to move in time with music.
- . Sing a range of well-known nursery rhymes and songs

Term	Nursery Theme
AUTUMN	Know how to play stop and starting games through playful movements and responding to a signal. Know how to copy sound patterns.
SPRING	To know how to match their voice to pitch (high/ low). To know at least 5 nursery rhymes / action songs.
SUMMER	To say how different music makes them feel. To know that they can use their body to respond to music. To know that they can play different instruments with their friends to make their own band.

Term	Reception Theme
AUT 1	<u>Move to the Music</u> Hopping, skipping and jumping to the rhythm of the music
AUT 2	<u>Follow the Leader</u> Follow and tap out patterns, actions and rhythms set by peers or leaders.
SPR 1	<u>Match My Voice</u> Control singing voices and match voices to different pitches.
SPR 2	<u>Rhymes, Poems and Songs</u> Learn by heart a range of nursery rhymes and songs
SUM 1	<u>Noticing the Patterns and Describing the Music</u> Learn to identify musical patterns and describe musical experiences/feelings.
SUM 2	<u>Exploring Musical Worlds</u> Sing and play musical instruments collaboratively and create music in groups.

Long Term Map - Year A of 2 year rolling curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	move to the music - stopping and starting	follow the leader - copy me singing	skills 1 - find your voice	telling stories through music	feeling the music	exploring musical sounds
Reception	move to the music - skip, hop and jump	follow the leader -tap with me	singing skills 2 - match my voice	rhymes, poems and songs old and new	noticing patterns and describing the music	exploring musical worlds
Year 1	exploring pulse and tempo – feel the beat		exploring pitch – high and Low		singing and playing skills – pitch matching	
Year 2	exploring pulse and tempo – find the strong beat		exploring pitch – dot notation		singing and playing skills – follow the leader	
Year 3	reading notation – rhythm and tempo		ensemble skills – call and response (glockenspiel or recorder)		Exploring musical theatre – forte and piano	
Year 4		exploring staff notation – follow the score (glockenspiel)		composition skills - sequences and pentatonic phrases		becoming musicians - major and minor
Year 5		developing sight reading skills - melodies (glockenspiel)		creating music for film and TV - character, atmosphere and environment		becoming musicians - chords and triads
Year 6		developing sight reading skills - note names and durations (glockenspiel)		composition project 1- improvisation, composition and notation		singing with style

Long Term Map - Year B of 2 year rolling curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	move to the music - stopping and starting	follow the leader - copy me singing	skills 1 - find your voice	telling stories through music	feeling the music	exploring musical sounds
Reception	move to the music - skip, hop and jump	follow the leader -tap with me	singing skills 2 - match my voice	rhymes, poems and songs old and new	noticing patterns and describing the music	exploring musical worlds
Year 1	Exploring Rhythm 1: Playing and Copying		Creating Music 1: Sound Effects and Storytelling		Understanding Rhythm and Pitch (Percussion)	
Year 2	Exploring Rhythm 2: Stick Notation		Creating Music 2: Musical Conversations		Playing Rhythm and Pitch (Glockenspiel)	
Year 3	Exploring Staff Notation 1: High and Low (Glockenspiel)		Composition Skills 1: Pitch, Rhythm and Structure		Becoming Musicians 1: Dynamics and Tempo	
Year 4		Reading Notation 2: 2, 3 and 4 Time		Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)		Exploring Classical Music 1: Legato and Staccato
Year 5		Reading Notation 3: Time Signatures		Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele)		Exploring Classical Music 2: Ensemble Performance
Year 6		Reading Notation 4: Rhythm Ensemble		Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele)		Composition Project 2: Notation, Expression and Performance

End Points - Progression of Core Knowledge

	Movement and Rhythm Awareness	Pitch and Melodic Awareness	Singing Familiar Songs	Collaborative Music and Group Participation	Creative Expression
Nursery	Children can clap and move to the beat of songs or music, showcasing coordination and an internal sense of rhythm.	They can sing pitches in a suitable range for their age that match another person, showing the beginnings of pitch awareness and imitation skills.	Children can remember and sing entire nursery rhymes and songs, demonstrating an ability to recall and reproduce familiar tunes.	They can create their own songs or improvise around familiar tunes, demonstrating early creativity in music.	Children can identify and imitate melodic shapes in familiar songs, such as recognising when a melody moves up and down.
reception	They are becoming more attentive listeners, recognising and describing patterns within music, fostering an ability to engage with different musical experiences.	Reception students can engage with rhymes, poems, nursery rhymes and songs, expressing their feelings and thoughts through music, enhancing language skills.	Children are increasingly confident in singing and can match their voices to different pitches, displaying improved vocal control and pitch-matching abilities.	Children can work together in singing, listening, and playing musical instruments, showcasing their ability to participate in group music-making	They can recall, imitate, and tap out rhythmic patterns set by others, demonstrating memory and rhythm awareness.
Year 1	Maintain a steady beat by clapping, tapping, or moving in time to the music. Mimic short rhythmic patterns accurately when led by the teacher. Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation.	Differentiate between high and low sounds in familiar songs and everyday sounds. Sing simple songs with a small pitch range, accurately hitting pitches like mi-so. Explore basic pitch notation symbols and their association with pitch.	Sing simple songs, chants, and rhymes from memory collectively and at the same pitch. Follow visual directions (e.g. start, stop, loud, quiet) and musical cues while singing. Participate in basic call-and-response songs to control vocal pitch and accuracy.	Play untuned instruments (e.g. percussion) in a classroom setting with a steady beat. Demonstrate basic coordination when using classroom instruments like shakers and claves. Begin to explore playing simple rhythms or melodies on tuned instruments (e.g. glockenspiel) with guidance.	Engage in creative musical exploration through vocal improvisation. Start to create short musical sequences and sound effects in response to stimuli.

Year 2	Maintain a steady beat and adjust the speed of the beat in response to music. Play copycat rhythms accurately and perform short repeating rhythm patterns. Demonstrate an understanding of rhythm notation, including crotchets, quavers, and crotchet rests, represented with stick notation.	Compare and contrast high and low sounds in various contexts, including music and everyday sounds. Sing songs with a slightly wider pitch range of do-so. Follow simple dot notation pictures and symbols to guide singing and playing melodies.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Understand and demonstrate dynamics (loud/quiet) and tempo (fast/slow) while singing. Sing short phrases independently within a singing game or short song.	Play untuned instruments (e.g. percussion) with increased coordination and rhythm accuracy. Play short pitched patterns on tuned instruments (e.g. glockenspiels). Begin to play familiar melodies on tuned instruments with guidance and notation	Engage in creative musical exploration through vocal improvisation. Start to improvise short question and answer phrases. Begin to create and explore rhythmic and melodic patterns.
Year 3	Read and perform simple rhythms confidently with note values such as crotchets and paired quavers. Maintain a steady beat and adjust the speed of the beat in response to the music or a leader.	Begin to read and perform pitch notation within a limited range (e.g. C–G), recognising higher and lower pitches. Interpret and perform music with basic dynamics markings.	Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression. Perform simple actions and sing in time to action songs.	Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range. Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato).	Begin to improvise on a limited range of pitches using simple musical features. Create short musical responses using limited note ranges in improvisation. Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.

Year 4	Accurately read and perform rhythms with a range of note values, including minims, crotchets, paired quavers, and rests. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand and apply knowledge of different metres in 2, 3 or 4 time.	Confidently read and perform pitch notation within a range of do-so (e.g. C–G). Begin to demonstrate an understanding of clefs and the stave.	Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following dynamics. Perform actions confidently and in time to a range of action songs. Sing rounds and partner songs in different time signatures.	Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the middle C–G/do–so range. Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts. Copy short melodic phrases including those using the pentatonic scale	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions. Begin to understand the difference between major and minor.
Year 5	Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand and apply knowledge of different time signatures (e.g. 2/4, 3/4, 4/4).	Confidently read and perform pitch notation within an octave range (e.g. C–C). Begin to develop sight reading skills by recognising short melodies to play and perform from the stave	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching, and style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Play a melody following staff notation written on one stave and using notes within an octave range (do–do). Begin to understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.	Improvise freely over a drone, creating musical shapes and character using tuned percussion and melodic instruments. Compose melodies made from pairs of phrases, in a key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. Compose music with contrasting elements to evoke specific atmospheres, moods, or environments.

Year 6	Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests, fluently interpreting rhythm patterns and note durations. Sight-read and perform intricate rhythmic phrases and rhythms from prepared notation, confidently maintaining accurate timing and rhythm throughout, in an ensemble of up to 4 parts.	Fluently read and perform pitch notation within an octave range (e.g. C–C). Interpret and perform music with dynamics and articulation.	Sing a broad range of songs, including those with complex rhythms and harmonies, with a strong sense of ensemble and performance. Perform three- and four-part rounds, partner songs, and songs with intricate structures.	Play complex melodies and accompaniments following staff notation, utilising a wide range of notes within an octave (do–do), whilst contributing to the interpretation and expression of the music. Accompany melodies using block chords or a bass line using keyboards, tuned percussion or melodic instruments. Demonstrate proficiency in playing by ear, copying longer phrases and complex melodies on tuned instruments.	Extend improvisation skills through working in small groups to create music with multiple sections, repetition, and contrast. Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.
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Key Vocabulary

Words in bold are the core vocabulary expectations for new arrivals.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fast	Pulse	Dot notation	Rhythm names	2, 3, 4 time	Lullaby	Improvisation
Slow	Thinking voice	Toneset	Crotchets	Metre	Semiquaver	Composition
Call and response	Tempo	Singing names	Quavers	Minim	Time signature	Score
Repeating pattern	Rhythm	Faster	Ostinato	Rest	2/4, 3/4, 4/4	Stave notation
Match the voice	Pitch	Slower		Round	Stave	Ensemble
Loud		Strong beat		Bar lines	Structure	
Soft		Dynamics		Syncopa	Harmony	
		Gradually louder		Rhythm notation	Phrases	
		Gradually softer		Glockenspiel		

Glossary

fast – music that feels quick and lively

slow – music that feels calm and gentle

call and response – one person sings or plays an instrument and the other person replies

repeating pattern - a piece of music played over and over again

match the voice – copying a voice to sound the same

loud – music that sounds strong or powerful

soft – music that sounds quiet

pulse – the pulse is the heartbeat of the music

thinking voice – sing or says the words in your head, not out loud

tempo – how fast or slow the music is

pitch – how high or low the music is

rhythm – the rhythm is the pattern of the words

dot notation – dots that show pitch of the music

toneset – the set of notes we use in a song

singing names – short names to help us learn about pitch

strong beat – most important pulse beat in a bar

dynamics – how loud or soft the music is

gradually louder – grow louder over time

gradually softer – grow quieter over time

rhythm names – words to help us read rhythms musically

crotchets – a musical note with the time value of one beat

quavers – a musical note with the time value of half a beat

ostinato – a continually repeated musical phrase or rhythm

2, 3, 4 time – music with 2, 3 or 4 pulses per bar

metre – the metre of a piece of music is the arrangement of its rhythms in a repetitive pattern of strong and weak beats

minim – a musical note with the time value of two beats

rest – a rest is a silent beat in music

round – multiple people singing at the same time, but starting at different points

bar lines – these divide our music up

syncopa – a syncopated rhythm (rhythm off the beat)

rhythm notation – how we write down our rhythms

glockenspiel – a percussion instrument consisting of a series of graduated metal bars

lullaby – a quiet, gentle song sung to send a child to sleep

time signature – how the beats divided up in a piece of music

semiquaver – a musical note with the time value of quarter of a beat

2/4, 3/4, 4/4 – examples of time signatures

stave – five horizontal lines that indicate the pitch of musical notes with the help of a clef. Each one of these five lines corresponds to the pitch represented by the clef. The musical notes on a stave are A, B, C, D, E, F, and G

structure – the arrangement and order of the parts or sections of the music

harmony – two or more complementary notes played or sung at the same time

phrases – a musical sentence

improvisation – musical improvisation is the creative activity of immediate ("in the moment") musical composition

composition – this can mean the structure of a piece of music and it can also mean the process of creating your own piece of music

score – a written version of the music

stave notation – the musical notes written on the stave (see stave)

ensemble – musicians playing together

Music Genres

The children at Abingdon Primary school will also be taught an awareness of different musical genres. Each half term, they will hear music from 6 different genres and learn the names of popular songs and artists within those genres. This will be done in singing assembly time.

Autumn 1 – Music from Around the World

Nigeria – Drumming – Jin-go-la-ba (drums of passion) – Babatunde Olatunji

Punjab – Bhangra - Bhabiye Akh Larr Gayee – Bhujhangy Group

Zimbabwe – stella Chiweshe – chachimurenga

popular **hindi** childrens song – Lakdi Ki Kathi

Jamaica – Bob marley – 3 little birds

Germany – Nina – 99 luftballoons

Hawaii - israel kamakawiwo'ole – somewhere over the rainbow

Autumn 2 – Pop

Justin Timberlake – can't stop the feeling

Hanson – mmm bop

The Beetles – a little help from my friends

Pharell Williams- Happy

Blondie – Heart of Glass

Katy Perry – Firework

Taylor Swift – Shake it Off

Spring 1 – Funk

James Brown – I Feel Good

Aretha Franklin – Rock Steady

Kool and the Gang – Jungle Boogie

Lipps inc – Funky Town

Earth, Wind and Fire – Shining Star

Spring 2 – Rock

Queen – We will rock you

Thin Lizzy – Whisky in the jar

Elvis – Hound Dog

van Halen – Jump

Foo Fighters – Times like these

Ramones - Spiderman theme

Summer 1 – R and B

Craig David – I'm walking away

Destiny's Child - Say my name

Jackson 5 – ABC

Jenifer Lopez - Love don't cost a thing

Des'ree – You Gotta Be
Mary J Blige – Just Fine

Summer 2 - Indie

Oasis – Wonderwall
The Kooks – She moves in her own way
The Verve – Bitter sweet symphony
Razorlight – Somewhere else
Dodgy – Staying Out for the Summer
Maximo Park – Our velocity

Assessment

Assessments will be done annually on a spreadsheet to determine whether a child is working at expected standard or working towards expected standard in the 5 key areas of music.

Assessment will also be carried out using a pupil voice survey.

Pupil Voice Questions Early Years Foundation Stage (EYFS):

1. What songs or music activities do you enjoy the most in music class?
2. Can you show me a musical instrument you like playing with?
3. How does music make you feel? Can you describe it?
4. Is there a song or melody you've learned that you really like? What do you like about it?
5. What kind of music do you like to dance to?
6. Can you tell me about a musical story or character you've learned about recently?
7. Do you have any ideas for fun musical activities we could do in class?

Key Stage 1 (KS1):

1. What's your favourite musical game or activity in music lessons?
2. Can you show me a song you've learned to sing or play on an instrument?
3. How do you think music helps us express our feelings and emotions?
4. Is there a particular musical artist or composer you find inspiring? Why?
5. What musical skills are you working on improving in music class?
6. Do you have any ideas for a class music project or performance?
7. How does music make you feel more connected to others in your class?

Key Stage 2 (KS2):

1. Can you share an example of a piece of music you've composed or created recently?
2. What genre of music do you enjoy listening to outside of school?
3. How does music impact your mood and concentration when you're studying or doing homework?
4. Are there any musical instruments you'd like to learn to play in the future?
5. What are your thoughts on the music curriculum in our school? Is there anything you'd like to see added or changed?
6. Have you ever performed in a school concert or musical event? How did it make you feel?
7. If you could choose a piece of music to teach the class, what would it be and why?