

Intent

At Laburnum Primary School, we provide a broad and balanced Music curriculum to engage and inspire pupils to develop a love of music by: critically engaging with various genres, historical periods, styles and traditions of music; building confidence and skills when performing both with voice and with a range of instruments; creatively responding to music and composing original and interpretive compositions.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Aims The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

- At Laburnum, in Reception and Year 1, our Music is enriched through Music Makers Projects provided by Inspiring Music (Central Bedfordshire Music Hub). This is then subsidised by additional musical opportunities with class teachers. (See Appendix 1 for Learning Pathways Overview)
- At Laburnum, in Year 2 and Lower Key Stage Two, our Music is enriched through Continuous Progress Projects provided by Inspiring Music (Central Bedfordshire Music Hub). This is then subsidised by additional musical opportunities with class teachers. (See Appendix 1 for Learning Pathways Overview)
- At Laburnum, in Upper Key Stage Two, our Music curriculum is based on the Music Hub subsidised Charanga online resource which follows The Model Music Curriculum: <https://www.inspiringmusiconline.co.uk/>. This is enhanced with a 1 term 'Instrumental Superstars' Ukulele programme provided by Inspiring Music (Central Bedfordshire Music Hub).
- Further information on the implementation of our Music Curriculum is provided in the long term overview below.

Impact

By the end of their primary career:

- Children have had a range of instrumental and performance opportunities during their primary school career. Music is celebrated and shared.
- Children enjoy and appreciate music of differing style and genres.
- Children are exposed to music as a cross curricular tool.
- Children leave their primary schooling with a rich and diverse range of interests harboured by their love of music fostered in school.
- Children are prepared for secondary school music curriculum due to delivery that carefully considers cultural capital.

Early Years Framework	Key stage 1 National Curriculum	Key stage 2 National Curriculum
<p>Nursery:</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>Reception:</p> <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 <p>Early Learning Goals:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils are 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 un-tuned 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>Pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music

The Model Music Curriculum is interwoven into our Upper Key Stage 2 Curriculum Delivery

Musical techniques and skills can be nurtured and developed in all pupils, through all Key Stages. Skills may be expressed instrumentally, vocally or through music technology. Every young person should be able to experience music and to make progress. This includes singing, as well as having the opportunity to learn an instrument through whole-class ensemble and small-group teaching at Key Stage 2. The following guidance covers the skills of singing, composing, listening and performing – individually and collectively – and applies across the curriculum in Key Stages 1 and 2.

<p>Singing: Singing is a great strength of the primary sector and many schools and organisations already support excellent practice. Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6.</p>	<p>Listening: Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.</p>	<p>Composing: The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. It is also worth planning the year so that music listened to and performed is linked and that both of these activities inform pupils' composition. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions</p>	<p>Performing: Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning within the MMC.</p>
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At Laburnum Primary school, additional “Music Appraisal” and appreciation opportunities will be interwoven into A Musical Artist of the week assembly in class. These can be found in the assembly folder and cover a wide range of musical genres and artists from across the world. Additional music will be celebrated across the school as a cross curricular tool in other subjects. Singing assemblies also take place weekly in Key Stages.

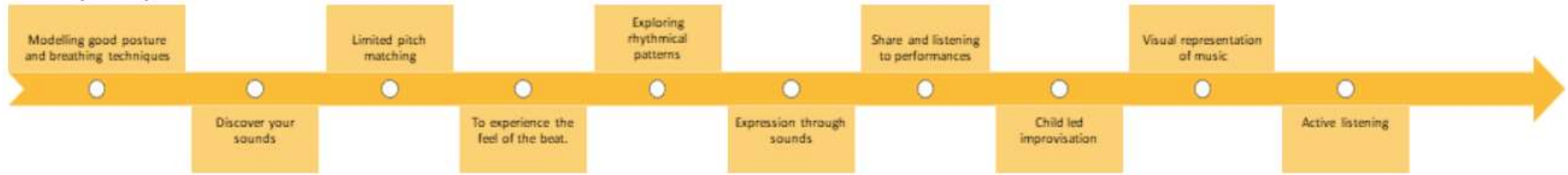
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Opportunities
Nursery	Nursery Rhymes, Songs and Percussion						<p>Universal:</p> <ul style="list-style-type: none"> YR Christmas Nativity performance Y2, 3, 4 Inspiring Music Concerts Y1-6 Christmas Carols on the Playground performance Y6 02 Young Voices concert Y1-6 Weekly singing assembly (R to join in Summer term) <p>Inspiring Music provision:</p> <ul style="list-style-type: none"> R, Y1, Y2, Y3, Y4 Inspiring Music Specialist Teaching as PPA cover for full year Y5, Y6 Inspiring Music Specialist Teaching for half a term (instrument / voice) <p>Opt in:</p> <ul style="list-style-type: none"> Y1-6 Sandy Christmas Lights Performance Y2-6 Christmas care home singing Y4&5 Singing playground project and performance in Bedford (supporting EYFS/KS1) <p>Privately funded:</p> <ul style="list-style-type: none"> Y1-6 Weekly Piano (small group and 1:1) Y1-6 Weekly Guitar (small group and 1:1)
Reception	Music Makers: All about the beat		Music Makers: Feel the rhythm		Music Makers: Elements of music		
Year 1	Music Makers: Feel and see the music		Music Makers: First steps in reading music		Music Makers		
Year 2	Instrumental Superstars (PBuzz)		Singing Superstars		Instrumental Superstars (PBuzz)		
Year 3	Instrumental Superstars (iPad)		Singing Superstars		Instrumental Superstars (iPad)		
Year 4	Instrumental Superstars (PBone)		Singing Superstars		Instrumental Superstars (PBone)		
Year 5	<p>Emotions & Musical Styles How Does Music Connect Us with Our Past? (With a focus on Singing)</p>	<p>Exploring Key & Time Signatures How Does Music Improve Our World? (With a focus on Singing)</p>	Instrumental Superstars: Ukulele		<p>Introducing Chords How Does Music Teach Us about Our Community? (With a focus on Glockenspiels)</p>	<p>Identifying Important Musical Elements How Does Music Connect Us With the Environment? (With a focus on Glockenspiels)</p>	
Year 6	<p>Understanding Structure & Form How Does Music Connect Us with Our Past? (With a focus on Singing and learning Young Voices material)</p>	<p>Exploring Notation Further How Does Music Teach Us about Our Community? (With a focus on Singing and learning Young Voices material)</p>	Instrumental Superstars: Ukulele		<p>Using Chords and Structure How Does Music Shape Our Way Of Life? (With a focus on Glockenspiels)</p>	<p>Respecting Each Other through Composition How Does Music Connect Us With the Environment? (With a focus on Glockenspiels)</p>	

MUSIC LONG TERM PLAN

Reception



Learning Pathway followed by Inspiring Music

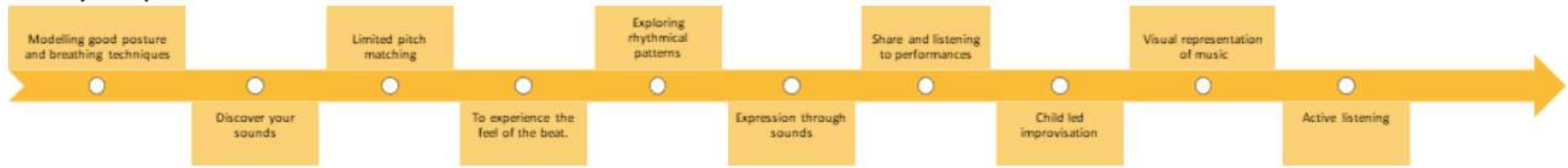


	Unit Title:	Musical Learning Focus	Music objectives
Autumn	Music Makers: All about the beat!	<ul style="list-style-type: none"> Get the body moving to music Explore music and movement through singing games Listen to and explore traditional songs and rhymes Use objects to move with music Communicate with music through puppets Use Kodaly approach to music education Explore fundamental music concepts of steady beat, rhythm and pitch Use prepare-present-practise model to explore and practise musical concepts 	<ul style="list-style-type: none"> Prepare, present and practise steady beat Prepare rhythm and finding singing voice.
Spring	Music Makers: Feel the rhythm	<ul style="list-style-type: none"> Get the body moving to music Explore music and movement through singing games Listen to and explore traditional songs and rhymes Use objects to move with music Communicate with music through puppets Use Kodaly approach to music education Explore fundamental music concepts of steady beat, rhythm and pitch Use prepare-present-practise model to explore and practise musical concepts 	<ul style="list-style-type: none"> Reinforce steady beat Prepare, present and practise rhythm Prepare pitch Explore opposite concepts: faster/ slower, louder/quieter, speaking/singing Begin to explore a range of handheld percussion instruments
Summer	Music Makers: Elements of music	<ul style="list-style-type: none"> Get the body moving to music Explore music and movement through singing games Listen to and explore traditional songs and rhymes Use objects to move with music Communicate with music through puppets Use Kodaly approach to music education Explore fundamental music concepts of steady beat, rhythm and pitch Use prepare-present-practise model to explore and practise musical concepts 	<ul style="list-style-type: none"> Reinforce steady beat Reinforce rhythm Prepare, present and practise pitch Gain confidence singing Start to play instruments with control.

MUSIC LONG TERM PLAN

YEAR 1

Learning Pathway followed by Inspiring Music

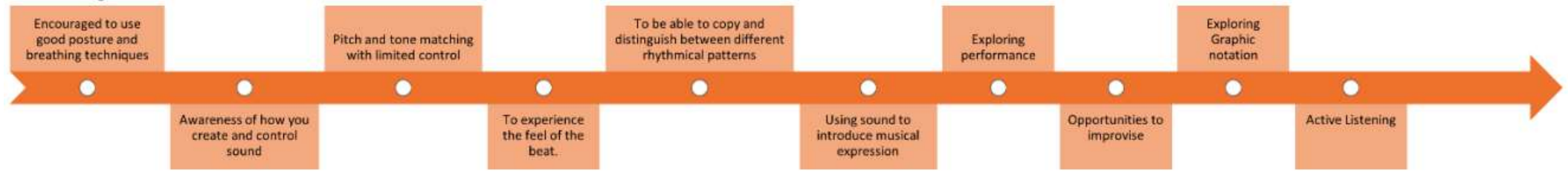


	Unit Title	Musical Learning Focus	Music objectives
Autumn	Music Makers: Feel and see the music	<ul style="list-style-type: none"> Explore fundamental musical concepts using prepare-present-practise model Explore music actively and physically Explore musical concepts to further to embed and develop understanding of steady beat, rhythm, pitch Work towards reading of simple graphic scores Work towards playing pitched percussion Use of Kodaly approach to musical education <p>Additionally, composition opportunities at Christmas using percussion instruments to create rhythms.</p>	<ul style="list-style-type: none"> Reinforce understanding of steady beat, Learn the first rhythm syllables Present and practise pitch Learn the first pitch syllables Begin to work with visual representation of rhythm Begin to work with visual representation of pitch
Spring	Music Makers: First steps in reading music	<ul style="list-style-type: none"> Explore music actively and physically Explore musical concepts to further to embed and develop understanding of steady beat, rhythm, pitch Work towards reading of simple graphic scores Work towards playing pitched percussion Use of Kodaly approach to musical education Explore fundamental musical concepts using prepare-present-practise model 	<ul style="list-style-type: none"> Build on awareness of steady beat, rhythm and pitch Work with visual representations of rhythm and pitch Improvise short rhythmic phrases Build singing confidence Work with tuned percussion
Summer	Music Makers	<ul style="list-style-type: none"> Explore music actively and physically Explore musical concepts to further to embed and develop understanding of steady beat, rhythm, pitch Work towards reading of simple graphic scores Work towards playing pitched percussion Use of Kodaly approach to musical education Explore fundamental musical concepts using prepare-present-practise model 	<ul style="list-style-type: none"> Build on awareness of steady beat, rhythm and pitch with more complexity Work with graphic scores Begin to compose 4-bar rhythm phrases Take first steps towards singing in two parts Work on showing interrelated concepts of music with control

MUSIC LONG TERM PLAN

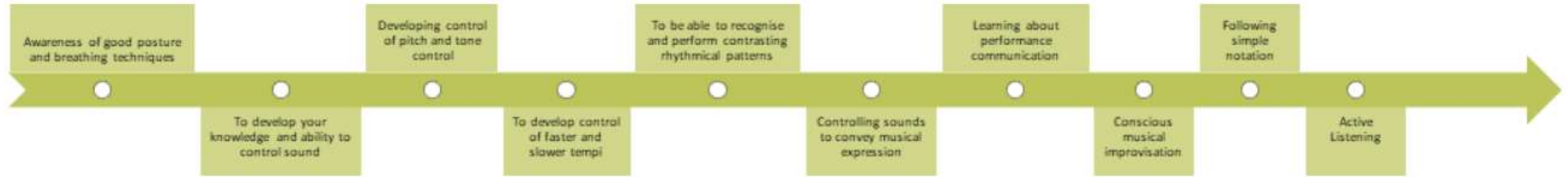
YEAR 2

Learning Pathway followed by Inspiring Music



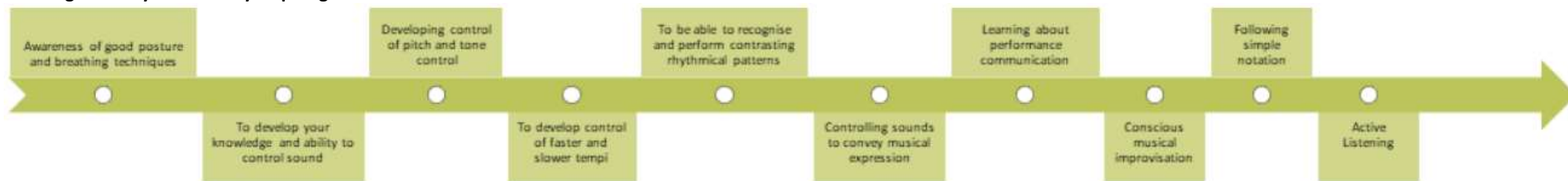
	Unit Title	Musical Learning Focus	Music objectives
Autumn	Singing and instrument superstars (With a focus on PBuzz)	<ul style="list-style-type: none"> Learn an instrument (PBuzz) Investigate music through the practical application of learning an instrument Experience the joy of playing as part of a musical group <p>Additionally, composition opportunities at Christmas using percussion and some tuned instruments to create rhythms and lyrics (linked to Poetry).</p>	<ul style="list-style-type: none"> Use good posture and breathing techniques Be aware of how to create and control sound Match pitch and tone Experience the feel of the beat Be able to copy and distinguish between different rhythmical patterns Use sound to introduce musical expression Explore performance Improvise Explore graphic notation Listening actively
Spring	Singing and instrument superstars (With a focus on Singing)	<ul style="list-style-type: none"> Develop singing voices Gain age appropriate technique and control of singing voices Draw on variety of approaches to musical development. Use Kodaly approach to education Explore and develop understanding of musical concepts 	<ul style="list-style-type: none"> Use good posture and breathing techniques Be aware of how to create and control sound Match pitch and tone Experience the feel of the beat Be able to copy and distinguish between different rhythmical patterns Use sound to introduce musical expression Explore performance Improvise Explore graphic notation Listening actively
Summer	Singing and instrument superstars (With a focus on PBuzz)	<ul style="list-style-type: none"> Learn an instrument (PBuzz) Investigate music through the practical application of learning an instrument Experience the joy of playing as part of a musical group 	<ul style="list-style-type: none"> Use good posture and breathing techniques Be aware of how to create and control sound Match pitch and tone Experience the feel of the beat Be able to copy and distinguish between different rhythmical patterns Use sound to introduce musical expression Explore performance Improvise Explore graphic notation Listen actively

Learning Pathway followed by Inspiring Music



	Unit Title	Musical Learning Focus	Music objectives
Autumn	Singing and instrument superstars (With a focus on iPads)	<ul style="list-style-type: none"> ▪ Awareness of good posture and breathing techniques ▪ Develop knowledge and ability to control sound ▪ Develop control of pitch and tone ▪ Develop control of faster and slower tempo ▪ Recognise and perform contrasting rhythmical patterns ▪ Control sounds to convey musical expression ▪ Learn about performance communication ▪ Consciously improvise musically ▪ Follow simple notation ▪ Listen actively 	<ul style="list-style-type: none"> ▪ Learn an instrument (iPad) ▪ Investigate music through the practical application of learning an instrument ▪ Experience the joy of playing as part of a musical group
Spring	Singing and instrument superstars (With a focus on Singing)	<ul style="list-style-type: none"> ▪ Awareness of good posture and breathing techniques ▪ Develop knowledge and ability to control sound ▪ Develop control of pitch and tone ▪ Develop control of faster and slower tempo ▪ Recognise and perform contrasting rhythmical patterns ▪ Control sounds to convey musical expression ▪ Learn about performance communication ▪ Consciously improvise musically ▪ Follow simple notation ▪ Listen actively 	<ul style="list-style-type: none"> ▪ Develop singing voices ▪ Gain age appropriate technique and control of singing voices ▪ Draw on variety of approaches to musical development. ▪ Use Kodaly approach to education ▪ Explore and develop understanding of musical concepts
Summer	Singing and instrument superstars (With a focus on iPads)	<ul style="list-style-type: none"> ▪ Awareness of good posture and breathing techniques ▪ Develop knowledge and ability to control sound ▪ Develop control of pitch and tone ▪ Develop control of faster and slower tempo ▪ Recognise and perform contrasting rhythmical patterns ▪ Control sounds to convey musical expression ▪ Learn about performance communication ▪ Consciously improvise musically ▪ Follow simple notation ▪ Listen actively 	<ul style="list-style-type: none"> ▪ Learn an instrument (iPad) ▪ Investigate music through the practical application of learning an instrument ▪ Experience the joy of playing as part of a musical group

Learning Pathway followed by Inspiring Music

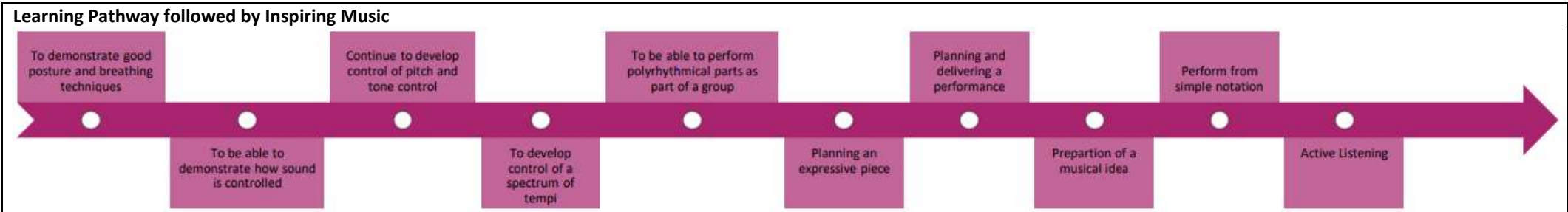


	Unit Title	Musical Learning Focus	Music objectives
Autumn	Singing and instrument superstars (With a focus on PBone)	<ul style="list-style-type: none"> ▪ Awareness of good posture and breathing techniques ▪ Develop knowledge and ability to control sound ▪ Develop control of pitch and tone ▪ Develop control of faster and slower tempo ▪ Recognise and perform contrasting rhythmical patterns ▪ Control sounds to convey musical expression ▪ Learn about performance communication ▪ Consciously improvise musically ▪ Follow simple notation ▪ Listen actively 	<ul style="list-style-type: none"> ▪ Learn an instrument (PBone) ▪ Investigate music through the practical application of learning an instrument ▪ Experience the joy of playing as part of a musical group
Spring	Singing and instrument superstars (With a focus on Singing)	<ul style="list-style-type: none"> ▪ Awareness of good posture and breathing techniques ▪ Develop knowledge and ability to control sound ▪ Develop control of pitch and tone ▪ Develop control of faster and slower tempo ▪ Recognise and perform contrasting rhythmical patterns ▪ Control sounds to convey musical expression ▪ Learn about performance communication ▪ Consciously improvise musically ▪ Follow simple notation ▪ Listen actively 	<ul style="list-style-type: none"> ▪ Develop singing voices ▪ Gain age appropriate technique and control of singing voices ▪ Draw on variety of approaches to musical development. ▪ Use Kodaly approach to education ▪ Explore and develop understanding of musical concepts
Summer	Singing and instrument superstars (With a focus on PBone)	<ul style="list-style-type: none"> ▪ Awareness of good posture and breathing techniques ▪ Develop knowledge and ability to control sound ▪ Develop control of pitch and tone ▪ Develop control of faster and slower tempo ▪ Recognise and perform contrasting rhythmical patterns ▪ Control sounds to convey musical expression ▪ Learn about performance communication ▪ Consciously improvise musically ▪ Follow simple notation ▪ Listen actively 	<ul style="list-style-type: none"> ▪ Learn an instrument (PBone) ▪ Investigate music through the practical application of learning an instrument ▪ Experience the joy of playing as part of a musical group

MUSIC LONG TERM PLAN

YEAR 5

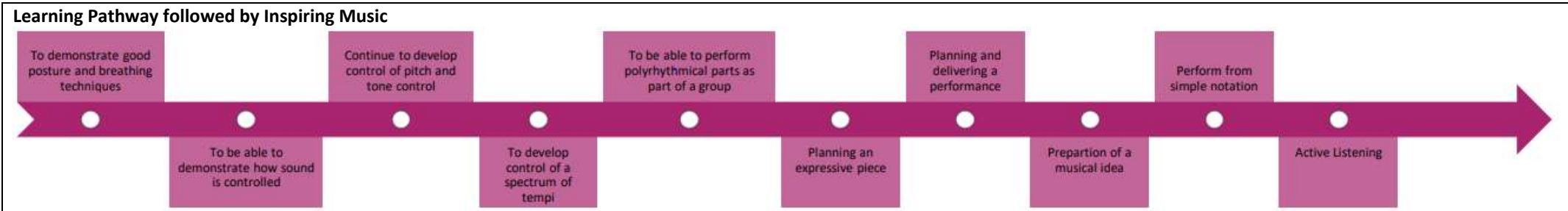
	Unit Title	Social Themes Overview	Key Learning	Understanding Music
Autumn 1	<p>Emotions & Musical Styles</p> <p>How Does Music Connect Us with Our Past?</p> <p>(With a focus on Singing)</p>	<ul style="list-style-type: none"> ▪ Know about the ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), ▪ Understand how music is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. ▪ How music has always helped us tell stories and still does today, in many different ways! ▪ How music often IS the story, or carries the story within it. ▪ The role of music and musicians as 'history book' guardians of historical and cultural heritage. ▪ How music is a kind of time travel, often reanimating long 'dead' notes with the click of a finger (or the pluck of a string!). ▪ How music can be both a teacher and a tool for improving our lives and societies. It is only by sharing and listening to each other's stories and histories that we can come to a better understanding of each other. ▪ How whenever we create something 	<ul style="list-style-type: none"> ▪ learn about all the Foundational Elements of Music with a focus on emotions and how they relate to musical styles, ▪ work implicitly with all the other elements of music ▪ understand music as a universal language and a mode of expression that has always been an integral part of how we make sense of our world and our existence. ▪ Understand music is inextricably linked to communicating and understanding our emotions and feelings. ▪ Consider this when you are listening to, responding to and performing the music in this unit. 	<p>Develop key musical learning:</p> <ul style="list-style-type: none"> ▪ key signatures ▪ time signatures ▪ duration ▪ pulse ▪ rhythm ▪ pitch
Autumn 2	<p>Exploring Key & Time Signatures</p> <p>How Does Music Improve Our World?</p> <p>(With a focus on Singing)</p>	<ul style="list-style-type: none"> ▪ Simply by existing, music makes the world a better place for us humans! ▪ Performing, participating in or listening to music has also been shown in many ways to improve psychological and cognitive performance and wellbeing, and many cultures have long-held beliefs over the healing properties of music (physical, psychological and spiritual). ▪ How, as well as being something that brings people together in many diverse ways, music can also be used to divide people. ▪ understand the powerful influence that music and sound can have on mood and behaviour, not just for all of their positive benefits, but as another way to make them media-savvy and independent, critical thinkers. ▪ Music can, of course, be a vehicle for positive social change, too! For all of the reasons mentioned above, music can play a similar role in efforts to bring people closer together, to see things from others' perspectives and to move to more diversity, equality, equity, tolerance and understanding in society. ▪ There are many, many examples of this from around the world and from every era. 	<ul style="list-style-type: none"> ▪ continue to learn about all the Foundational Elements of Music with a focus on key signatures and time signatures, ▪ work implicitly with all the other elements of music as you go through the steps of the unit. 	<p>Develop key musical learning:</p> <ul style="list-style-type: none"> ▪ key signatures ▪ time signatures ▪ duration ▪ pulse ▪ rhythm ▪ pitch



	Unit Title	Musical Learning Focus	Music objectives
Spring 1	Instrumental superstars (With a focus on Ukulele)	<ul style="list-style-type: none"> To demonstrate good fingering techniques To be able to demonstrate how sound is controlled. Continue to develop control of pitch and tone control To develop control of a spectrum of tempi To be able to perform polyrhythmic parts as part of a group Planning an expressive piece Planning and delivering a performance Preparation of a musical idea Perform from simple notation Active listening. 	<ul style="list-style-type: none"> Learn an instrument (Ukulele) Investigate music through the practical application of learning a new instrument Experience the joy of playing as part of a musical group
Spring 2	Instrumental superstars (With a focus on Ukulele)	<ul style="list-style-type: none"> To demonstrate good fingering techniques To be able to demonstrate how sound is controlled. Continue to develop control of pitch and tone control To develop control of a spectrum of tempi To be able to perform polyrhythmic parts as part of a group Planning an expressive piece Planning and delivering a performance Preparation of a musical idea Perform from simple notation Active listening. 	<ul style="list-style-type: none"> Learn an instrument (Ukulele) Investigate music through the practical application of learning a new instrument Experience the joy of playing as part of a musical group

	Unit Title	Social Themes Overview	Key Learning	Understanding Music
Summer 1	<p>Introducing Chords</p> <p>How Does Music Teach Us about Our Community?</p> <p>(With a focus on Glockenspiels)</p>	<ul style="list-style-type: none"> ▪ Know about the ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), ▪ Understand music is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. ▪ Understand that the role of music and musicians as 'history book' guardians of historical and cultural heritage, all over the world and throughout the ages. ▪ Understand how music is also very significant to collective and individual identity. What kind of music you listen to can really help people get to know you. ▪ Music is an intimate expression of their deepest feelings, at the core of their personal identity. ▪ Listening to and appreciating many different styles and artists, and listening to other people's music, can teach us a lot about respect and values. 	<ul style="list-style-type: none"> ▪ continue to learn about all the Foundational Elements of Music with a focus on chords, ▪ work implicitly with all of the other elements of music ▪ explore how every piece of popular music has a structure and is built around a set of chords. ▪ begin to create their own songs ▪ learn to use basic chords as a part of this. 	<p>Develop key musical learning:</p> <ul style="list-style-type: none"> ▪ key signatures ▪ time signatures ▪ duration ▪ pulse ▪ rhythm ▪ pitch
Summer 2	<p>Identifying Important Musical Elements</p> <p>How Does Music Connect Us with the Environment?</p> <p>(With a focus on Glockenspiels)</p>	<ul style="list-style-type: none"> ▪ Understand how music is a very natural aspect of humanity. ▪ Understand that music is a primordial ancient characteristic of what it means to be human. ▪ Music is a natural phenomenon – it comes from nature: a natural resource! ▪ How, physically, all our instruments have come from the resources we have around us. ▪ The sound of musical instruments is the sound of human creativity manipulating and engaging with the materials and properties of the world around it. ▪ How, throughout the ages, musicians and music often copy or are inspired by the natural sounds around us. ▪ How nature can be considered as having other 'musics' (not just human music). Birdsong is one example. ▪ How music can play an active role in protecting our planet, either directly (e.g. in calling for change through song lyrics) or indirectly (e.g. in encouraging a love of nature by using instruments to copy natural sounds in a musical composition). ▪ How music, particularly the music industry, has some challenges to face itself, in terms of its own environmental and social impact. 	<ul style="list-style-type: none"> ▪ Continue to learn about all the Foundational Elements of Music with a focus on musical elements, ▪ working implicitly with all the other elements of music as you go through the steps of the unit. 	<p>Develop key musical learning:</p> <ul style="list-style-type: none"> ▪ key signatures ▪ time signatures ▪ duration ▪ pulse ▪ rhythm ▪ pitch

	Unit Title	Social Themes Overview	Key Learning	Understanding Music
Autumn 1	<p>Understanding Structure & Form</p> <p>How Does Music Connect Us with Our Past?</p> <p>(With a focus on Singing)</p> <p>Young Voices: 02 performance songs</p>	<ul style="list-style-type: none"> Know about the ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), Understand how music is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. How music has always helped us tell stories and still does today, in many different ways! How music often IS the story, or carries the story within it. The role of music and musicians as 'history book' guardians of historical and cultural heritage. How music is a kind of time travel, often reanimating long 'dead' notes with the click of a finger (or the pluck of a string!). How music can be both a teacher and a tool for improving our lives and societies. It is only by sharing and listening to each other's stories and histories that we can come to a better understanding of each other. How whenever we create something new in music, we do so by building on all the music that has come before it <p>Additionally, preparation for Young Voices: In greater depth and with confidence:</p> <ul style="list-style-type: none"> Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Internalise, understand, feel, know how the dimensions of music work together. Focus on pulse, rhythm, pitch, tempo, dynamics. 	<ul style="list-style-type: none"> continue to learn about all the Foundational Elements of Music with a focus on structure and form, work implicitly with all the other elements of music. Notice in Traditional pop music that it not only follows this structure, but it will repeat the chorus as this is the catchy part of the song. Notice that Classical music has different structures, Engage with different ways in which music can have form and structure. Listen and Respond 	<p>Consolidate key musical learning:</p> <ul style="list-style-type: none"> key signatures time signatures duration pulse rhythm pitch
Autumn 2	<p>Exploring Notation Further</p> <p>How Does Music Teach Us about Our Community?</p> <p>(With a focus on Singing)</p> <p>Young Voices: 02 performance songs</p>	<ul style="list-style-type: none"> Know about the ancient origins of music having arisen in ceremonies and stories (compare to its role in today's films and shows!), Understanding how music is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. The role of music and musicians as 'history book' guardians of historical and cultural heritage, all over the world and throughout the ages. How music is also very significant to collective and individual identity. Discuss the music they listen to and how this can really help people get to know them. Understand that those who create and perform music, it is often an intimate expression of deep feelings, at the core of their personal identity. Listening to and appreciating many different styles and artists, and listening to other people's music, and how it teaches us about respect and values. <p>Additionally, preparation for Young Voices: As above</p>	<ul style="list-style-type: none"> Continue to learn about all the Foundational Elements of Music with a focus on notation. Work implicitly with all the other elements of music as you go through the steps of the unit. Link the reading of notation with the varied composition opportunities. 	<p>Consolidate key musical learning:</p> <ul style="list-style-type: none"> key signatures time signatures duration pulse rhythm pitch



	Unit Title	Musical Learning Focus	Music objectives
Spring 1	Instrumental superstars (With a focus on Ukulele)	<ul style="list-style-type: none"> To demonstrate good fingering techniques To be able to demonstrate how sound is controlled. Continue to develop control of pitch and tone control To develop control of a spectrum of tempi To be able to perform polyrhythmic parts as part of a group Planning an expressive piece Planning and delivering a performance Preparation of a musical idea Perform from simple notation Active listening. 	<ul style="list-style-type: none"> Learn an instrument (Ukulele) Investigate music through the practical application of learning a new instrument Experience the joy of playing as part of a musical group
Spring 2	Instrumental superstars (With a focus on Ukulele)	<ul style="list-style-type: none"> To demonstrate good fingering techniques To be able to demonstrate how sound is controlled. Continue to develop control of pitch and tone control To develop control of a spectrum of tempi To be able to perform polyrhythmic parts as part of a group Planning an expressive piece Planning and delivering a performance Preparation of a musical idea Perform from simple notation Active listening. 	<ul style="list-style-type: none"> Learn an instrument (Ukulele) Investigate music through the practical application of learning a new instrument Experience the joy of playing as part of a musical group

	Unit Title	Social Themes Overview	Key Learning	Understanding Music
Summer 1	<p>Using Chords and Structure</p> <p>How Does Music Shape Our Way Of Life?</p> <p>(With a focus on Glockenspiels)</p>	<ul style="list-style-type: none"> ▪ Understand how music can play a significant part in helping us get through our daily life, in improving our quality of life and in being a part of – even shaping – our way of life. ▪ Appreciate music’s psychological impact, which is increasingly recognised, including in scientific research. ▪ Understand how listening to music might accompany every step of someone’s working day. ▪ Understand how (on a larger timescale) music punctuates the important parts of many people’s lives. Every step of the way, music is there. ▪ Explore how musical artists are often role models and influencers who are admired and followed, or considered as moral guides. ▪ Discuss and share how songs that are a part of our identity and history are often very consoling and reassuring in times of need. ▪ Appreciate that for musicians themselves, music is even more intimately linked to their own path. ▪ Consider how music accompanies and affects our own personal journeys. 	<ul style="list-style-type: none"> ▪ continue to learn about all the Foundational Elements of Music with a focus on chords and structure. ▪ Work implicitly with all the other elements of music. ▪ Know what chords and structure are. ▪ Know that every piece of popular music has a structure and is built around a set of chords. 	<p>Consolidate key musical learning:</p> <ul style="list-style-type: none"> ▪ key signatures ▪ time signatures ▪ duration ▪ pulse ▪ rhythm ▪ pitch
Summer 2	<p>Respecting Each Other through Composition</p> <p>How Does Music Connect Us With the Environment?</p> <p>(With a focus on Glockenspiels)</p>	<ul style="list-style-type: none"> ▪ Understand how music is a very natural aspect of humanity. ▪ Understand music is a primordial ancient characteristic of what it means to be human. ▪ Recognise that Music is a natural phenomenon – it comes from nature: a natural resource! ▪ Understand how, physically, all our instruments have come from the resources we have around us. ▪ Appreciate that the sound of musical instruments is the sound of human creativity manipulating and engaging with the materials and properties of the world around it. ▪ Understand how, throughout the ages, musicians and music often copy or are inspired by the natural sounds around us. ▪ Recognise how nature can be considered as having other ‘musics’ (not just human music). ▪ Understand how music can play an active role in protecting our planet, either directly (e.g. in calling for change through song lyrics) or indirectly (e.g. in encouraging a love of nature by using instruments to copy natural sounds in a musical composition). ▪ Discuss how music, particularly the music industry, has some challenges to face itself, in terms of its own environmental and social impact. 	<ul style="list-style-type: none"> ▪ Continue to learn about all the Foundational Elements of Music with a focus on composition and respect/identity. ▪ Work implicitly with all the other elements of music. ▪ Appreciate and demonstrate that when making music together, performing and creating, it is vital to learn to respect one another. 	<p>Consolidate key musical learning:</p> <ul style="list-style-type: none"> ▪ key signatures ▪ time signatures ▪ duration ▪ pulse ▪ rhythm ▪ pitch

Learning Pathways for Inspiring Music Projects Overview

