



# Music Curriculum Documents





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Drop in here your Intent, Implementation and Impact statement for this subject....



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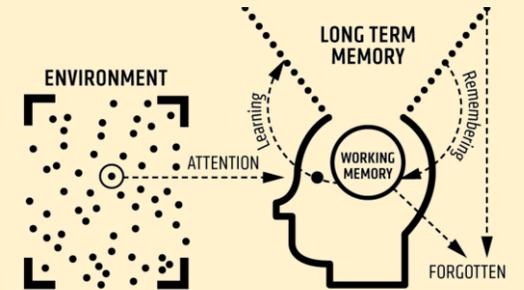
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines

→ Linking Prior +  
New Learning

→ Focused  
Instruction 'I Do'

→ Practise  
Learning 'We Do'

→ Learning Check  
'You Do'

→ Consolidating  
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>



## National Curriculum and EYFS Framework

### Substantive Knowledge

*Is knowledge gained through experience*

*Learning about...*

- Key knowledge/interrelated
- Rhythm
- Pitch
- Pulse
- Tempo
- Dynamics
- Timbre
- Metre
- Structure

### Disciplinary Knowledge

*Refers to facts and information e.g. styles and composers*

*Learning how to...*

- Playing an instrument / Performance
- Singing
- Expressive and technical competence / Composing

### Procedural Knowledge

*Is what is exercised in the performance of a task e.g. creating drum grooves*

*Learning through...*

- Notation
- Keys
- Chords
- Works and songs
- History and culture of music which builds cultural literacy



National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Development Matters 4-5 Years:</i></p> <ol style="list-style-type: none"> <li><i>Listen attentively, move to and talk about music, expressing their feelings and responses</i></li> <li><i>Sing in a group or on their own, increasingly matching the pitch and following the melody</i></li> <li><i>Explore and engage in music making and dance, performing solo or in groups.</i></li> </ol>	<ol style="list-style-type: none"> <li><i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></li> <li><i>play tuned and untuned instruments musically</i></li> <li><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></li> <li><i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i></li> </ol>		<ol style="list-style-type: none"> <li><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li><i>improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></li> <li><i>listen with attention to detail and recall sounds with increasing aural memory</i></li> <li><i>use and understand staff and other musical notations.</i></li> <li><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></li> <li><i>develop an understanding of the history of music.</i></li> </ol>			

Substantive Knowledge  
Learning about...(knowledge)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>How to listen with concentration</li> <li>The key elements of music (pitch, rhythm, tempo, dynamics, structure)</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>The names of tuned and untuned instruments: piano, guitar, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>The importance of warming up the voice for singing</li> <li>Basic breath control</li> <li>What good posture for singing looks/feels like</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>The Music has been composed throughout history for different occasions and to reflect people, place and time.</li> <li>How to use technology as a tool for musical learning</li> </ul>		<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>The key elements of music</li> <li>The names of some key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>What makes a successful performance</li> <li>How to improvise patterns</li> <li>Basic staff notation</li> <li>How to use technology as a tool for performing</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>The importance of listening to others whilst singing for timing and tuning.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>How to use technology as a tool for composing</li> </ul>		<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>How to listen with attention to detail</li> <li>The key elements of music</li> <li>The names of further key composers/musicians</li> </ul> <p><b>Performing: instruments:</b></p> <ul style="list-style-type: none"> <li>The families of the orchestra and the main instruments within those families: woodwind, brass, strings and percussion</li> </ul> <p><b>Performing: singing</b></p> <ul style="list-style-type: none"> <li>How to be the leader in a group performance</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>How music reflects time, place and culture</li> <li>How to refine and improve</li> <li>How to record ideas using basic staff notation</li> <li>How to use available technology and digital media as a tool for learning.</li> </ul>	





Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improving /Exploring		<ul style="list-style-type: none"> <li>• Improvise descriptive music</li> <li>• Respond to music through movement</li> <li>• Create a soundscape using instruments</li> <li>• Explore different sound sources and materials</li> <li>• Explore sounds on instruments and find different ways to vary their sound</li> </ul>	<ul style="list-style-type: none"> <li>• Explore timbre and texture to understand how sounds can be descriptive</li> <li>• Combine sounds to create a musical effect in response to visual stimuli</li> <li>• Explore voices to create descriptive musical effects</li> <li>• Explore different ways to organise music</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise descriptive music</li> <li>• Improvise to an ostinato accompaniment</li> <li>• Explore simple accompaniments using beat and rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise in response to visual stimuli, with a focus on timbre</li> <li>• Explore household items as instruments and match rhythms with appropriate soundmakers</li> <li>• Improvise melodies with a given set of five notes (a pentatonic scale)</li> <li>• Explore layers and layering using a graphic score</li> <li>• Understand syncopation and clap improvised off-beat rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li> <li>• Learn about jazz scat singing and devise scat sounds</li> <li>• Play and improvise using the whole tone scale</li> <li>• Create musical effects using contrasting pitch</li> <li>• Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>• Learn about and explore techniques used in movie soundtracks</li> </ul>	<ul style="list-style-type: none"> <li>• Devise, combine and structure rhythms through dance</li> <li>• Improvise descriptive music on instruments and other soundmakers</li> </ul>
Composing		<ul style="list-style-type: none"> <li>• Invent and perform new rhythms to a steady beat</li> <li>• Create, play and combine simple word rhythms</li> <li>• Create a picture in sound</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music to illustrate a story</li> <li>• Perform and create simple three and four-beat rhythms using a simple score</li> </ul>	<ul style="list-style-type: none"> <li>• Select descriptive sounds to accompany a poem</li> <li>• Choose different timbres to make an accompaniment</li> <li>• Make choices about musical structure</li> <li>• Create and perform from a symbol score</li> <li>• Arrange an accompaniment with attention to balance and musical effect</li> <li>• Use a score and combine sounds to create different musical textures</li> </ul>	<ul style="list-style-type: none"> <li>• Compose an introduction for a song</li> <li>• Compose and notate pentatonic melodies on a graphic score</li> <li>• Compose a rap</li> <li>• Compose a fanfare</li> <li>• Compose and play sequences of word rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a structure for a vocal piece and create graphic scores</li> <li>• Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores</li> <li>• Use the musical dimensions to create and perform music for a movie</li> <li>• Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>• Create sounds for a movie, following a timesheet</li> </ul>	<ul style="list-style-type: none"> <li>• Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> <li>• Compose programme music from a visual stimulus</li> </ul>
Listening		<ul style="list-style-type: none"> <li>• Recognise and respond to changes in tempo in music</li> <li>• Identify changes in pitch and respond to them with movement</li> <li>• Understand how music can tell a story</li> <li>• Understand musical structure by listening and responding through movement</li> </ul>	<ul style="list-style-type: none"> <li>• Match descriptive sounds to images</li> <li>• Listen to and repeat back rhythmic patterns on instruments and body percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and learn about Hindustani classical music</li> <li>• Learn how sounds are produced and how instruments are classified</li> <li>• Listen to and learn about traditional Chinese music</li> <li>• Listen to and learn about a Romantic piece of music</li> <li>• Listen to and learn about a medieval antiphon</li> <li>• Listen to, learn about, play and dance to Tudor dance music</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how rhythmic articulation affects musical phrasing</li> <li>• Explore the descriptive music of two famous composers of the 20th and 21st century</li> <li>• Listen to and learn about 1940s dance band music</li> <li>• Listen to and play along with Bhangra music</li> <li>• Copy rhythms and a short melody</li> <li>• Match short rhythmic phrases with rhythm notation</li> <li>• Listen to and learn about Renaissance instruments [Unit: In the past]</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and understand the features of the whole tone scale</li> <li>• Listen to and learn about modern classical/avant garde music (20th century)</li> <li>• Learn about the music of an early Baroque opera</li> <li>• Demonstrate understanding of the effect of music in movies</li> </ul>	<ul style="list-style-type: none"> <li>• Follow and interpret a complex graphic score for four instruments</li> <li>• Experience and understand the effect of changing harmony</li> <li>• Listen to and understand modulation in a musical bridge</li> </ul>



Disciplinary Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraising		<ul style="list-style-type: none"> <li>Identify a sequence of sounds (structure) in a piece of music</li> <li>Listen in detail to a piece of orchestral music (e.g. identify instruments)</li> <li>Identify metre by recognising its pattern</li> <li>Identify a repeated rhythm pattern</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>Identify rising and falling pitch</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>Use simple musical vocabulary to describe music</li> <li>Listen, describe and respond to contemporary orchestral music</li> </ul>	<ul style="list-style-type: none"> <li>Identify the metre in a piece of music</li> <li>Recognise rhythm patterns in staff notation</li> <li>Recognise pitch shapes</li> </ul>	<ul style="list-style-type: none"> <li>Identify different instrument groups from a recording</li> <li>Describe the structure of a piece of orchestral music</li> <li>Develop listening skills by analysing and comparing music from different traditions</li> <li>Identify key features of minimalist music</li> <li>Compare and contrast the structure of two pieces of music</li> <li>Identify the metre of a new song or piece</li> <li>Listen to and analyse 20th century ballet music</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions</li> <li>Listen to and analyse 19th century impressionist music using musical vocabulary</li> <li>Compare and contrast two pieces of 19th century Romantic music</li> <li>Identify changes in tempo and their effects</li> <li>Evaluate and refine compositions with reference to the inter-related dimensions of music</li> <li>Explore and analyse a song arrangement and its structure</li> <li>Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time</li> </ul>	<ul style="list-style-type: none"> <li>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music</li> <li>Discuss the music of a Russian Romantic composer with reference to a painting from the same period</li> </ul>
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>Listen, perform, compose, audience, voice, instrument, pattern, accuracy, style, steps, leaps</li> </ul>			<ul style="list-style-type: none"> <li>The addition of evaluate, explain, analyse, compare, refine, improvise, expression, genre</li> </ul>		
Tier 3 Vocabulary		<ul style="list-style-type: none"> <li>Elements of music: pitch, rhythm, tempo, dynamics, structure, sing, tune/melody, beat, tuned/untuned instrument (piano, keyboard, violin, flute, clarinet, xylophone/glockenspiel, drum, tambourine, triangle, shaker), verse, chorus, round, call and response, binary</li> </ul>			<ul style="list-style-type: none"> <li>The addition of tuning, harmony, note value (quaver, crotchet, minim, semibreve, rest), stave, scale, major/minor, woodwind, strings, brass, percussion, binary, ternary and rondo form.</li> </ul>		



Long Term Plan - example

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theme 1</b> <i>Ourselves and Humankind</i>							
<b>Theme 2</b> <i>Culture and Diversity</i>							
<b>Theme 3</b> <i>Community and Citizenship</i>							
<b>Theme 4</b> <i>Exploration and Discovery</i>							
<b>Theme 5</b> <i>Expression and Creativity</i>							