



ST ANNE'S RC PRIMARY SCHOOL

MUSIC CURRICULUM HANDBOOK



Music Prayer

Our Father in heaven,

We come before you to show gratitude for the gift of music. As we offer this prayer, we seek your blessings and guidance in all our musical endeavours.

As we find success in our musical pursuits, may we continue to be filled with happiness and gratitude, knowing that our talents are gifts you have bestowed upon us.

Help us, O Lord, to be the best versions of ourselves in the world of music. May our dedication, discipline, and perseverance inspire others to pursue their passions and strive for excellence.

Lord, hear our prayer and bless us as we use the language of music to communicate our deepest emotions and aspirations.

In Jesus' name,

Amen

Psalm

"Shout for joy to the Lord, all the earth, burst into jubilant song with music; make music to the Lord with the harp, with the harp and the sound of singing, with trumpets and the blast of the ram's horn - shout for joy before the Lord, the King".

Psalm 98: 4-6

National curriculum

Purpose of Study

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 talents as musicians, increasing their self-confidence, creativity, and sense of achievement.

As pupils progress, they should develop a critical engagement with music, enabling them to compose and 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 great composers and musicians.

Learn to sing and use their voices, create and compose music individually and collaboratively, have the opportunity to learn a musical instrument, use technology appropriately, and 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.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills, and processes specified in the relevant programme of study.

Subject Content

Key Stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition by organizing and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 great composers and musicians.

- Develop an understanding of the history of music.

Intent

Music teaching at St Anne's RC Primary School aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At St Anne's we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and class performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres. The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.

Implementation

EYFS

Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of planned songs and rhymes (see below) and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings. Music is taught in Reception using the Charanga scheme of work with each topic

based around popular nursery rhymes. To enrich the music curriculum music is also developed through child-initiated and adult led activities facilitated by continuous provision.

Nursery Nursery Rhymes

Nursery Rhymes and Songs						
	Incey, wincy spider Wheels on the bus Open and shut them Baby Shark Pat a cake	Tommy Thumb Two Little Dicky Birds Twinkle Twinkl little Star We Wish You a Merry Christmas When Santa Got Struck up the Chimney	This little piggy Rock a Bye Baby Wind the bobbin up Head, shoulders, knees and toes Hickory Dickory Dock	5 little speckled frogs Baa Baa Black Sheep Humpty Dumpty I'm a Little Tea pot Ring O ring O roses	5 little ducks There's a worm at the bottom of the garden Chick, Chick, Chick, Chick Chicken The farmers in the den Three blind Mice	5 cheeky monkeys Old McDonald have a farm The Sun has Got his Hat on Row Row Row your boat If your happy and you know it clap your hands

Reception Nursery Rhymes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Forests and Festivals	Winter and Antarctica	Growing	Animals and Africa	Adventure
Reception: Nursery Rhymes and Songs	5 little men on a flying saucer One potato, two potato Georgie Porgie Diddle Diddle Dumpling Hot cross bun	Autumn Leaves are falling Down 1,2,3,4,5, once I caught a fish alive Hokey Cokey Hey diddle diddle the cat and the fiddle There was an old woman	Jack and Jill Rain rain go away! London Bridge is falling down The Grand Old Duke of York Little Miss Muffet	I Hear Thunder I can sing a Rainbow Mary had a Little Lamb Ring o Ring a Roses Little Bo peep	Dingle Dangle scarecrow There's a little caterpillar on a Leaf Here We Go Round the Mulberry Bush See Saw Margery Daw Oranges and Lemons	The Queen of Hearts Doctor Foster Jack Be Nimble This old man Polly Put the Kettle on

EYFS Bridging document

Nursery (birth to three Development matters)	EYFS –Music
	Expressive arts and design • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds.

	• Explore a range of sound-makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Enjoy singing, music and toys that make sounds.
Nursery (Three and four year olds, Development matters)	Personal, Social and Emotional Development • Remember rules without needing an adult to remind them Physical Development • Match their developing physical skills to task and activities in the setting Communication and language • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Expressive arts and design • 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 (Development matters)	Personal, Social and Emotional Development • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: Sensible amounts of screen time Physical Development • Develop their small motor skills so that they can so that they can use a range of tools competently, safely and confidently Communication and language • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. Expressive arts and design

	• Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.
Reception ELG (EYFS Framework 2021)	ELG: Being imaginative and expressive • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with other and try to move in time to the music

Key Stage 1 and Key stage 2

Music teaching at St Anne's RC Primary School delivers the requirements of the National Curriculum through use of the Charanga scheme of work. Children receive a 45 minute music lesson each week as well as a weekly 15 minute whole school singing assembly. Teachers follow the 'Charanga - original scheme' of work, although adaptations have been made in Year 5 and Year 6 where two units have been replaced with YuStudio units to give children more opportunity to explore music production. This will ensure children have had sufficient exposure to musical production and are well equipped, ready for the KS3 music curriculum.

Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Assessment

In Music, formative assessment and feedback are integral to supporting children's progress and enhancing their musical learning. Feedback is provided during lessons as needed, ensuring it is timely, specific, and directly linked to the assessment outcomes outlined in the Charanga Teacher Assessment Toolkit. This includes feedback on listening and appraisal activities, musical activities, and performances, with teachers using the toolkit to assess children against specific outcomes for each activity throughout the lesson or sequence of

lessons. Additionally, children are encouraged to provide peer-to-peer feedback, fostering a collaborative learning environment where they can reflect on and support each other's musical development. Formative assessment is employed to evaluate children's substantive and disciplinary knowledge during lessons, particularly through listening and appraisal activities, where they are expected to use subject-specific vocabulary to describe what they hear in songs, as well as through performance activities that may focus on rhythm and pulse, singing, playing, improvisation, or composition. This formative assessment will be recorded on our school subject feedback form.

Summative assessment is formed in two parts. Firstly, to assess retention of vocabulary and musical notation, we do an end of unit vocabulary/notation quiz. Secondly the children will perform the song they have been learning and this will form part of their overall assessment for the performance/singing strand of the music curriculum.

Teachers will use both of these assessments combined to make a judgement on whether pupils are meeting age related expectations, exceeding expectations or working towards expectations. This judgement will be recorded on Insight so that the subject leader will have an overview to assessment in Music.

Here is an example of an assessment for a year 1 unit:

Teacher Assessment – Hey You! – Year 1, Unit 1



Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listening: Hey You!

The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Recognise and name two **or more** instruments they hear: Male vocal, bass guitar, drums, decks.

2 – Musical Activities

Find the pulse

- March in time with the pulse.
- Be an animal finding the pulse.

Clap rhythms

- Copy back the rhythms they hear.
- Clap the rhythm of their name over the track.
- Create their own rhythm for others to copy**

Sing

- Rap and sing in time to the music
- Lead the groups that are rapping and singing**

Play instrumental parts

- Play accurately and in time as part of the performance.
- Most will play C.
- Some will play C + G.**

Improvise

- In the lessons and as part of the performance.
- Most will use C.
- Some will play C + G.**

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will play C, D + E.**

3 – Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Themes: How pulse, rhythm and pitch work together.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.

Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. **Others will create their own rhythms.**

Music Concepts

Substantive Knowledge:

Substantive knowledge in music refers to the core knowledge and key concepts that children learn throughout the curriculum. This includes knowledge of musical elements such as rhythm, pitch, dynamics, tempo, timbre, structure, and texture, as well as an understanding of different musical genres, traditions, and historical contexts. Through the Charanga Original Scheme of Work, children build their substantive knowledge progressively, developing a rich understanding of how music is constructed and performed. The scheme introduces key musical vocabulary and concepts in an age-appropriate way, ensuring that children deepen their understanding of musical elements as they move through the curriculum. By regularly listening to and appraising music, singing, playing instruments, improvising, composing, and performing, children develop a broad and secure foundation of substantive musical knowledge.

Disciplinary Knowledge :

Disciplinary knowledge in music refers to the ways in which children think and work as musicians, applying their substantive knowledge in practical and creative ways. This includes developing skills in listening, performing, improvising, and composing, as well as making musical decisions and refining their work. The Charanga Original Scheme of Work supports the development of disciplinary knowledge by providing structured opportunities for children to actively engage in music-making. Each lesson follows a consistent structure that includes listening and appraising, vocal and instrumental activities, and opportunities for improvisation and composition. Through this approach, children not only learn about music but also develop the skills to think, respond, and create like musicians. They are encouraged to experiment with sounds, reflect on their performances, and refine their musical ideas, fostering creativity and confidence in their musical abilities.

Lesson Design

At St Anne's RC Primary School, we are committed to providing a high-quality education that meets the diverse needs of all our children. Our adaptive teaching approach is underpinned by our core values of love, responsibility, and respect and our St Anne's 5 a day.

Each music lesson follows the Charanga Original Scheme of Work, structured into small, sequential activities that maintain a consistent format across lessons. This familiar routine

helps ease cognitive load, allowing children to focus on developing their musical skills with confidence. Our approach aligns with St Anne's 5 a Day principles—chunking, modelling, quizzing, scaffolding, and steps to success—ensuring that all learners, including those with SEND, can access and engage with the content effectively. By breaking the lesson into manageable chunks, teachers help students process information incrementally, reducing cognitive overload and enhancing retention. This approach supports active learning, encourages collaboration, and ensures that children develop key musical skills in a structured and inclusive environment.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Vocabulary recap
- Introduce new vocabulary
- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Vocabulary

To further support vocabulary development, we employ dual coding strategies, which combine visual and verbal information to enhance understanding and retention. This approach helps children make connections between words and their meanings, facilitating deeper learning. Additionally, we utilise 'word wall' in each lesson, where key vocabulary is reviewed to ensure retention and understanding. This purposeful planning ensures that vocabulary is not only taught but also reinforced, allowing children to remember and use new words confidently in different contexts.

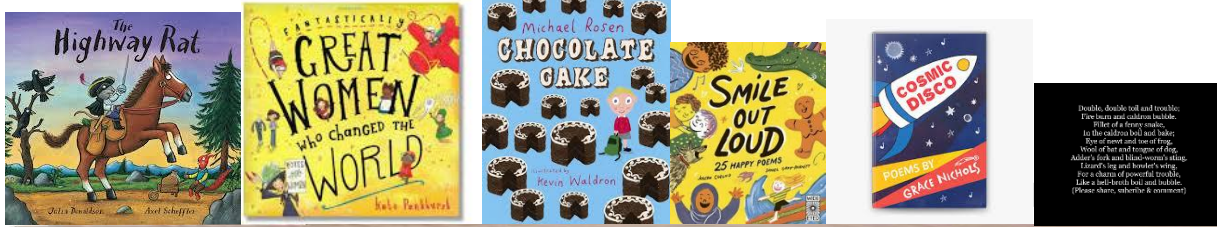
Knowing more and remembering more

At St. Anne's RC Primary School, we recognise the critical role of retrieval practice in enhancing children's ability to remember and apply knowledge. Retrieval practice involves actively recalling information from memory, which has been shown to strengthen neural connections and improve long-term retention. By regularly engaging children in activities that require them to retrieve previously learned material, we not only reinforce their understanding but also help them develop essential skills for independent learning. This approach allows children to identify gaps in their knowledge, address misconceptions and build a more interconnected understanding of the curriculum.

Beginning of unit	Beginning of every lesson	End of the unit
At the beginning of each unit, children discuss previously covered styles of music and discuss their similarities and differences using age appropriate vocabulary. This allows teachers to identify and address gaps in prior knowledge so they can adapt their teaching to ensure that children build a strong knowledge of the required content.	At the beginning of every lesson, the children complete a vocabulary recap which refers to the vocabulary and notation (where relevant) covered in previous lessons within the sequence of learning. This provides children opportunity to recall prior knowledge and make connections between this and new learning in the lessons. Children will listen and appraise a piece of music and be encouraged to use previously taught vocabulary during the appraisal.	At the end of the unit, the teacher will present the children with a quiz which will assess the children's substantive knowledge of the required content in each unit (the main focus of the quiz will be related to vocabulary and notation covered). These questions are pre planned and can be found in the curriculum documents. The children will perform at the end of each unit and this will be used to help assess each child's disciplinary knowledge.

Music Literature spine

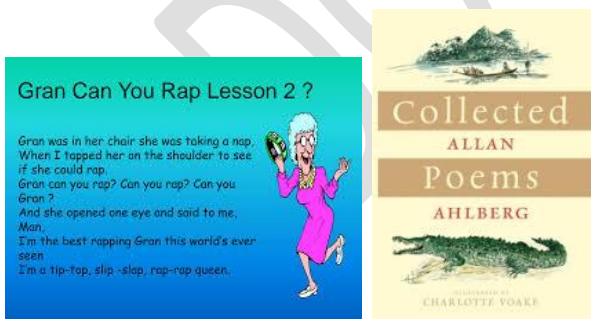
Year 1



Year 2



Year 3



Year 4



Year 5



Year 6

