



Deighton Gates Primary School Curriculum Overview: Music



music EXPRESS Year 1 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all or to some degree.					
Unit	Musical Focus	1C1 National Curriculum Requirements: High quality music scales	1C2 National Curriculum Requirements: High quality music scales	1C3 National Curriculum Requirements: High quality music scales	1C4 National Curriculum Requirements: High quality music scales
Unit 1: Overview	Establishing Sounds	✓			✓
Unit 2: Recorder	Beat		✓		
Unit 3: Animals	Pitch	✓			
Unit 4: Weather	Establishing Sounds	✓			
Unit 5: Recorder	Beat		✓		
Unit 6: Animals	Pitch	✓			
Unit 7: Our School	Establishing Sounds	✓			
Unit 8: Recorder	Beat		✓		
Unit 9: Weather	Establishing Sounds	✓			
Unit 10: Our School	Beat		✓		
Unit 11: Weather	Performance	✓			
Unit 12: Weather	Pitch	✓			

music EXPRESS Year 2 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all or to some degree.					
Unit	Musical Focus	2C1 National Curriculum Requirements: High quality music scales	2C2 National Curriculum Requirements: High quality music scales	2C3 National Curriculum Requirements: High quality music scales	2C4 National Curriculum Requirements: High quality music scales
Unit 1: Overview	Establishing Sounds	✓			✓
Unit 2: Recorder	Beat		✓		
Unit 3: Our School	Establishing Sounds	✓			
Unit 4: Recorder	Beat		✓		
Unit 5: Animals	Pitch	✓			
Unit 6: Recorder	Beat		✓		
Unit 7: Weather	Establishing Sounds	✓			
Unit 8: Recorder	Beat		✓		
Unit 9: Weather	Establishing Sounds	✓			
Unit 10: Recorder	Beat		✓		
Unit 11: Weather	Performance	✓			
Unit 12: Recorder	Beat		✓		

music EXPRESS Year 3 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all or to some degree.					
Unit	Musical Focus	3C1 National Curriculum Requirements: High quality music scales	3C2 National Curriculum Requirements: High quality music scales	3C3 National Curriculum Requirements: High quality music scales	3C4 National Curriculum Requirements: High quality music scales
Unit 1: Overview	Establishing Sounds	✓			✓
Unit 2: Recorder	Beat		✓		
Unit 3: Animals	Pitch	✓			
Unit 4: Recorder	Beat		✓		
Unit 5: Weather	Establishing Sounds	✓			
Unit 6: Recorder	Beat		✓		
Unit 7: Our School	Establishing Sounds	✓			
Unit 8: Recorder	Beat		✓		
Unit 9: Weather	Establishing Sounds	✓			
Unit 10: Recorder	Beat		✓		
Unit 11: Weather	Performance	✓			
Unit 12: Recorder	Beat		✓		

music EXPRESS Year 4 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all or to some degree.					
Unit	Musical Focus	4C1 National Curriculum Requirements: High quality music scales	4C2 National Curriculum Requirements: High quality music scales	4C3 National Curriculum Requirements: High quality music scales	4C4 National Curriculum Requirements: High quality music scales
Unit 1: Recorder	Performance	✓			✓
Unit 2: Recorder	Composition	✓			
Unit 3: Animals	Establishing Sounds	✓			
Unit 4: Recorder	Beat		✓		
Unit 5: Animals	Pitch	✓			
Unit 6: Recorder	Beat		✓		
Unit 7: Our School	Establishing Sounds	✓			
Unit 8: Recorder	Beat		✓		
Unit 9: Weather	Establishing Sounds	✓			
Unit 10: Recorder	Beat		✓		
Unit 11: Weather	Performance	✓			
Unit 12: Recorder	Beat		✓		

music EXPRESS Year 5 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all or to some degree.					
Unit	Musical Focus	5C1 National Curriculum Requirements: High quality music scales	5C2 National Curriculum Requirements: High quality music scales	5C3 National Curriculum Requirements: High quality music scales	5C4 National Curriculum Requirements: High quality music scales
Unit 1: Recorder	Performance	✓			✓
Unit 2: Recorder	Composition	✓			
Unit 3: Animals	Establishing Sounds	✓			
Unit 4: Recorder	Beat		✓		
Unit 5: Animals	Pitch	✓			
Unit 6: Recorder	Beat		✓		
Unit 7: Our School	Establishing Sounds	✓			
Unit 8: Recorder	Beat		✓		
Unit 9: Weather	Establishing Sounds	✓			
Unit 10: Recorder	Beat		✓		
Unit 11: Weather	Performance	✓			
Unit 12: Recorder	Beat		✓		

music EXPRESS Year 6 Curriculum Map					
Coloured cells indicate the units that best address each learning requirement, but most units cover all or to some degree.					
Unit	Musical Focus	6C1 National Curriculum Requirements: High quality music scales	6C2 National Curriculum Requirements: High quality music scales	6C3 National Curriculum Requirements: High quality music scales	6C4 National Curriculum Requirements: High quality music scales
Unit 1: Recorder	Performance	✓			✓
Unit 2: Recorder	Composition	✓			
Unit 3: Animals	Establishing Sounds	✓			
Unit 4: Recorder	Beat		✓		
Unit 5: Animals	Pitch	✓			
Unit 6: Recorder	Beat		✓		
Unit 7: Our School	Establishing Sounds	✓			
Unit 8: Recorder	Beat		✓		
Unit 9: Weather	Establishing Sounds	✓			
Unit 10: Recorder	Beat		✓		
Unit 11: Weather	Performance	✓			
Unit 12: Recorder	Beat		✓		

The Music Long Term Plan sets out the intended sequencing of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Kapow- Exploring Sound	Kapow- Celebrations Music	Kapow- Music and Movement	Kapow- Musical Stories	Kapow- Transport	Kapow- Big Band
Year 1	Animals Seasons	Travel Storyline	Number Water	Ourself Our School	Weather Pattern	Machines Our Bodies
Year 2	Ourself Our Bodies	Tops Our Land	Weather Seasons	Travel Number	Animals Water	Pattern Storyline
Year 3	Human Body Singing French	Time Environment	Communication Poetry	Music Tuition- Drumming Building	Music Tuition- Drumming Around the World	Music Tuition- Drumming Sounds Recycling
Year 4	Music Tuition- Drumming	Music Tuition- Drumming	Music Tuition- Drumming	Keeping Healthy	Music Tuition- Ukulele	Music Tuition- Ukulele
Year 5	Our Community	At the Movies	Solar System	Keeping Healthy	Music Tuition- Ukulele	Music Tuition- Ukulele
Year 6	World Unite	Journeys	Growth	Roots	Class Awards Moving On	Class Awards Moving On

In EYFS we use the Expressive Arts and Design educational programme from the EYFS Statutory Framework to underpin our music teaching aims.

In order to achieve these aims we have adopted a curriculum scheme (Kapow) that is coherently planned and sequenced and fulfils the requirements set out in [EYFS Statutory Framework](#).

Early years outcomes in Kapow Primary's units			
Early years outcomes: Specific Areas	Kapow Primary's music strands	Early years outcomes: Specific Areas	Characteristics of effective learning
Communication and Language	P Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. C Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. D Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings.	P Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. C Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. D Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings.	✓ Playing and Exploring: Creative and Thinking Critically
Physical Development	P Physical Development: Develop their gross and fine motor skills. C Physical Development: Develop their gross and fine motor skills. D Physical Development: Develop their gross and fine motor skills.	P Physical Development: Develop their gross and fine motor skills. C Physical Development: Develop their gross and fine motor skills. D Physical Development: Develop their gross and fine motor skills.	✓ Playing and Exploring: Creative and Thinking Critically

Early years outcomes in Kapow Primary's units			
Early years outcomes: Specific Areas	Kapow Primary's music strands	Early years outcomes: Specific Areas	Characteristics of effective learning
Personal, Social and Emotional Development	P Personal, Social and Emotional Development: Develop their self-awareness and self-regulation. C Personal, Social and Emotional Development: Develop their self-awareness and self-regulation. D Personal, Social and Emotional Development: Develop their self-awareness and self-regulation.	P Personal, Social and Emotional Development: Develop their self-awareness and self-regulation. C Personal, Social and Emotional Development: Develop their self-awareness and self-regulation. D Personal, Social and Emotional Development: Develop their self-awareness and self-regulation.	✓ Playing and Exploring: Creative and Thinking Critically
Communication and Language	P Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. C Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. D Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings.	P Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. C Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings. D Communication and Language: Understand and use a range of vocabulary and grammar to express their ideas and feelings.	✓ Playing and Exploring: Creative and Thinking Critically

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Implementation

The intended Music curriculum is implemented through the teaching and assessment of the subject as a specific discipline in each year group, but purposeful links between subjects are made where possible. Music is taught weekly across all classes, with two units form the scheme usually being completed each term. The Long Term Plan sets out when, within the curriculum's design, each unit is taught, revisited and assessed. We are also committed to the Artforms 'Whole Class Instrumental Tuition' scheme where a professional musician delivers the weekly music lessons and teaches children how to play musical instrument for 12 months (Currently, Year 3 begin their tuition in the second half of the Spring Term up



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until the end of the Spring 1 in Year 4). In Year 5, children receive a term of ukulele tuition by an external, professional music teacher.

As well as regular music lessons, children join in the weekly music assembly, learning topical/ seasonal/ action songs, as well as getting to listen to music from different historical periods and find out key facts about focus composers and talk about the music they are listening to for musical appreciation. Children in Key Stage 2 also have the opportunity to develop their love of music and singing by joining the school choir and perform to a range of audiences within the local community.

In addition to this we also ensure every child can:

- Take part in concerts and performances through the year
- Have opportunities to perform in the local community
- Experience live music
- Have the opportunity to learn a musical instrument

During each teaching sequence or 'unit' of Music, teachers collect evidence and make summative assessments of each child's progress and attainment against the defined milestones. This is also used to inform end of year assessments which are reported to governors and parents (outlined below).

Music : Threshold Concepts:					
Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
Children working below the age-related expectations		Expected Children are working at age-related expectations with a basic grasp of the threshold concepts.		Identified Pupils with a Specific Talent:	

The aim is to ensure that all children develop at least a basic grasp of the threshold concept; with many mastering the defined concepts by the end of each year group. Where necessary, the whole team are able to identify specific pupils with special educational needs and/or disabilities, as well as those with an identified specific talent; and adapt the curriculum's implementation accordingly.

In EYFS we deliver a range of whole class, small group and individual experiences that cover the educational programmes set out in the EYFS Statutory Framework. We do this through a range of adult led and child-initiated activities. Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. At the end of the Reception year children will be assessed against the Early Learning Goal for Expressive Arts and Design which will be reported to parents.



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Impact

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

The impact of the Music is evaluated and reviewed through annual reports that are created and shared with governors by the subject lead. The purpose of these reports is to highlight the impact of the implemented curriculum, its strengths and areas for review.

In addition, we measure the impact of our curriculum through the following methods:

- Half-termly pupil assessment and review of their learning;
- Video evidence of children's practical work;
- Analysis of summative assessment at the end of each year;
- Music coordinator lesson drop ins
- Revisiting key musical vocabulary and concepts from previous years.