

**Curriculum Intent**  
**Key Stages 1 & 2**  
**Subject long-term planning**  
**Subject: Music**



**PENK VALLEY  
ACADEMY TRUST**

*Learning  
Together*



	Half term 1	2	3	4	5	6
<b>Title</b>	<b>Marvelous Me!</b>	<b>Let's Celebrate!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Come Outside!</b>	<b>Ticket to Ride!</b>
<b>Overall intent-rationale</b>	This topic helps the children learn all about themselves, their bodies and senses through music (body percussion)	This topic helps children develop their awareness of celebrations and difference. It develops their awareness of change in music (loud and quiet)	This topic helps children develop their story-telling and uses music to support the overall effect of this	This topic helps children learn about different animals. We explore a farm setting and learn songs to support this theme.	This topic helps the children learn about 'Plants and Growing' Their knowledge of structure of music and dynamics is developed through music/songs related to the topic	This topic develops the children's awareness of travel and the world. We enhance and develop this using music from other countries/ cultures /places (seaside)
<b>Why this? Why now?</b>	Pupils at our Nursery will have had many opportunities to explore body percussion/ instrumental sounds through Phase 1 phonics)	Pupils at our Nursery will have had many opportunities to explore sounds around us (environmental/ instrumental) This unit will develop their awareness of 'Dynamics'	Pupils at our Nursery will be familiar with many Traditional stories. We focus on 'Goldilocks and the Three Bears' and develop this through music	Pupils will have previously been on a school farm visit (Spring 1- linked with seasonal changes, lambing and new growth). This will re-visit and extend prior learning	Pupils have previously learned about Dynamics (Autumn 2)	
<b>Key concepts Knowledge &amp; skills</b>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>Beat and tempo</li> </ul> <p>(Music Express-Special People- 'Say Hello', 'How do you do?', 'Hands, feet and Faces')</p> <p>Students know:</p> <ul style="list-style-type: none"> <li>We can make sounds with different parts of our bodies eg. clap, stamp feet, click fingers etc.</li> <li>We can keep a steady beat using our bodies/</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>Dynamics</li> </ul> <p>(Music Express-Growth and Change- 'Winter', 'Storm', Wakey, Wakey Bear', 'Brown Bear's Snoring')</p> <p>Students know:</p> <ul style="list-style-type: none"> <li>Sounds can be quiet or loud</li> <li>we can change our voice to make loud or quiet sounds</li> <li>we can play instruments loudly or quietly</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>Pitch</li> </ul> <p>(Music Express- Going Places- 'Three Bears Rap' and 'What Happened to Goldilocks?')</p> <p>Students know:</p> <ul style="list-style-type: none"> <li>Sounds can be high or low pitched</li> <li>We can change the pitch of our voices to make high and low sounds</li> </ul> <p>Students can:</p>	<p>Students understand</p> <ul style="list-style-type: none"> <li>Texture</li> </ul> <p>(Music Express- Working World- 'When we're on the Farm', 'Farmyard Scene' and Farm Animals and Beyond')</p> <p>Students know:</p> <ul style="list-style-type: none"> <li>Instrumental parts of music are when there is no singing</li> <li>We can create our own music</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>Structure</li> <li>Dynamics</li> </ul> <p>(Music Express- Moving Patterns- 'Cricket Capers', 'The Mini-Beast Parade', 'Dainty Little Butterfly', Caterpillar Caper', 'Caterpillar')</p> <p>Students know:</p> <ul style="list-style-type: none"> <li>Music/songs can have a verse and chorus</li> <li>We can match movements to the music</li> </ul>	<p>Students understand:</p> <ul style="list-style-type: none"> <li>Timbre</li> <li>Beat and Tempo</li> </ul> <p>(Music Express-Special People- 'Kye, Kye Kule'. Our Senses- 'What can you see?', Seaside Symphony') Ladysmith Black Mambazo- Inkanyezi Nezazi (Handa's Surprise)</p> <p>Students know:</p> <ul style="list-style-type: none"> <li>Different sounds can produce music</li> </ul>

	<p>percussion instruments</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Make sounds with different parts of their bodies</li> <li>• Keep a steady beat</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• control their voice to sing/talk loudly or quietly</li> <li>• play percussion instruments loudly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Control their voice to make low/high pitched sounds</li> <li>• Match these high/low sounds to the corresponding part of the song (Three Bears Rap)</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Match movements to the instrumental parts of the music</li> <li>• Create their own music based on music inspired by animals such as 'Carnival of the Animals' or 'Peter and the Wolf'</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Identify the repeated parts in a song (chorus)</li> <li>• Match movements to the music</li> </ul>	<ul style="list-style-type: none"> <li>• There are different groups of instruments</li> </ul> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Use a variety of resources to make their own sounds/music</li> <li>• Sort percussion instruments into groups by a given criteria</li> </ul>
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**Key stage: 1      Subject: Music      Year: 1**

**School: Marshbrook First School**

	Half term 1	2	3	4	5	6
<b>Title</b>	<b>Sounds interesting</b>	<b><i>The long and short of it</i></b>	<b><i>Feel the pulse</i></b>	<b><i>N/A</i></b>	<b><i>Taking off</i></b>	<b><i>What's the score?</i></b>
<b>Overall intent – rationale</b>	Exploring sounds	Exploring duration	Exploring pulse and rhythm		Exploring pitch	Exploring instruments and symbols
<b>Why this? Why now?</b>	Pupils learnt about sounds in half terms 1 and 2 of Reception. This will allow them to revisit their	Now is the time for pupils to start to thinking about the length of different sounds to make	This will expand upon half term 2 and look at recognizing the differences between beat and rhythm,		Pitch allows the pupils to experiment with their voices and other instruments and begin to think about how melodies are created.	This will expand upon ideas covered in half term 5 and allow pupils to see symbols representing pitch.

	knowledge and build upon this at the start of Y1.	rhythms and could include simple Kodaly rhythm flash cards.	which can often be a difficult concept.			
<p><b>Key concepts knowledge &amp; skills</b></p> <p><b>(Must be all three)</b></p>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>• how to identify different sounds</li> <li>• how to change and use sounds expressively in response to a stimulus.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>• how to recognize different sound sources.</li> <li>• how to explore different sound sources.</li> <li>• how to focus their listening.</li> <li>• how to explore and control instruments.</li> <li>• how to explore expressive use of sounds.</li> <li>• how to use sounds expressively to illustrate a story.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• identify different sound sources.</li> <li>• listen carefully.</li> </ul>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>• how to discriminate between longer and shorter sound</li> <li>• how to use sounds to create interesting sequences of sound.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>• how to use their voices to make a variety of long and short sounds.</li> <li>• how to respond to long and short sounds through movement.</li> <li>• how to make sounds of different duration using voices</li> </ul>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>• how to recognize the difference between beat and rhythm</li> <li>• how to perform with a sense of beat.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>• what is meant by steady beat.</li> <li>• how to control a beat.</li> <li>• what is meant by rhythm.</li> <li>• how to combine beat and rhythm.</li> <li>• how to recall and copy rhythm patterns.</li> <li>• how to create rhythm patterns based on words and phrases.</li> <li>• how to use beat and rhythm to create and accompaniment for a song.</li> </ul> <p>Pupils can:</p>		<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>• how to discriminate between higher and lower sounds.</li> <li>• how to create simple melodic patterns.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>• what is meant by pitch.</li> <li>• how to control the pitch of the voice.</li> <li>• how to respond to changes in pitch.</li> <li>• how to relate sounds to symbol.</li> <li>• that pitch can be used descriptively.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• follow pitch movement with their hands and use high, low and middle voices.</li> <li>• sing a melody accurately at their own pitch.</li> <li>• move up or down following changes in pitch.</li> <li>• play and sing phrases from dot notation.</li> </ul>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>• different ways sounds are made and changed.</li> <li>• how to name and play a variety of classroom instruments.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>• about classroom instruments.</li> <li>• how to identify different ways instruments make sounds.</li> <li>• how to identify how symbols can represent sounds.</li> <li>• how symbols can be used to describe changing sounds.</li> <li>• how to listen carefully and respond to sounds using movement.</li> <li>• how to compose a class composition and contribute to the creation of a class score.</li> </ul> <p>Pupils can:</p>

	<ul style="list-style-type: none"> <li>• make sounds and recognize how they can give a message.</li> <li>• play instruments in different ways.</li> <li>• handle and play instruments with control.</li> <li>• make and select sounds to reflect the mood of the story.</li> <li>• select sounds and sound sources carefully in response to a story.</li> </ul>	<p>and instruments.</p> <ul style="list-style-type: none"> <li>• that music is made up of long and short sounds.</li> <li>• how to use instruments to make sequences of long and short sounds.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• recognize long and short sounds and make longer and shorter sounds with their voices.</li> <li>• explore long and short sounds on classroom instruments in response to symbols.</li> <li>• identify long and short sounds in music.</li> <li>• create a sequence of long and short sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the beat in different pieces of music and join in at a faster and slower tempi.</li> <li>• identify the rhythm of the words.</li> <li>• perform rhythms to a given beat.</li> <li>• recall and perform rhythm patterns to a steady beat.</li> <li>• begin to internalise and create rhythm patterns.</li> <li>• accompany a song by playing the beat or rhythm.</li> </ul>		<ul style="list-style-type: none"> <li>• record their own tunes.</li> <li>• create and choose sounds in response to a given stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• identify instruments and the way their sounds can be changed.</li> <li>• identify different groups of instruments.</li> <li>• perform together using symbols as a support.</li> <li>• perform together and follow instructions which combine the musical elements.</li> <li>• identify different sounds by matching movements to given sounds.</li> <li>• make a composition and their own symbols as part of a class score.</li> <li>• choose sounds and instruments carefully.</li> <li>• make improvements to their own and others' work</li> </ul>
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		<ul style="list-style-type: none"> <li>create a sequence of long and short sounds on instruments.</li> </ul>				
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**Key stage: 1**

**Subject: Music**

**Year: 2**

**School: Marshbrook First School**

	1	2	3	4	5	6
<b>Title</b>	<i><b>Ourselves</b></i>	<i><b>Toys</b></i>	<i><b>N/A</b></i>	<i><b>Animals</b></i>	<i><b>Pattern</b></i>	<i><b>Travel</b></i>
<b>Overall intent – rationale</b>	Exploring Sounds	Exploring Beat		Exploring Pitch	Exploring Beat	Performance
<b>Why this? Why now?</b>	Pupils will build upon work on sounds from Y1 and focus on themselves at the start of a new academic year.	Beat underpins everything in music and develops the work on duration from Y1.		This is a good opportunity to see if pupils remember the 'Taking Off' Unit from Y1 and expand on their understanding of pitch.	A further chance to develop the concept of Beat from half term 2 and 'Toys'.	This allows pupils to learn about performing and draw upon their work throughout Y2.
<b>Key concepts knowledge &amp; skills</b>  <b>(Must be all three)</b>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>how to discover ways to use their voices to describe feelings and moods.</li> <li>how to create and notate vocal sounds, building to a performance.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>how to create and respond to</li> </ul>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>how to move and play to a steady beat and to sound sequences.</li> <li>how to control changing tempo as they take a scooter ride.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>how to keep a steady beat at</li> </ul>		<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>how to link animal movement with pitch movement to help develop understanding and recognition of changing pitch.</li> <li>how to interpret pitch line notation using voices and tuned instruments.</li> </ul> <p>Pupils know:</p>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>how to use simple notations.</li> <li>how to play, create and combine minibeast rhythms using body percussion and instruments.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>how to perform steady beat patterns, including in groups, to accompany a song.</li> <li>how to play different patterns of steady beat within four beats, and matching them to a simple score.</li> </ul>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>how to learn a Tanzanian game song and accompany a travelling song using voices and instruments.</li> <li>how to improvise their own descriptive 'theme park' music after listening to orchestral music.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>how to explore patterns of physical movement in a game song.</li> <li>how to respond to a song with movement.</li> </ul>

	<p>vocal sounds and body percussion.</p> <ul style="list-style-type: none"> <li>• how to develop the use of vocal sounds to express feelings.</li> <li>• how to explore expression in conversation without words.</li> <li>• how to notate pitch shape and duration using simple line graphics.</li> <li>• how to understand how mood can be expressed using the voice.</li> <li>• how to understand the structure of call and response songs.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• sing and use their voices.</li> <li>• use their voices expressively and creatively by singing songs and speaking rhymes.</li> <li>• explore pitch, duration, and appropriate forms of notation.</li> </ul>	<p>different speeds.</p> <ul style="list-style-type: none"> <li>• how to develop a sense of steady beat through chant, actions and instruments.</li> <li>• how to perform a steady beat.</li> <li>• how to change tempo.</li> <li>• how to respond to images.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore tempo, dynamics and timbre.</li> <li>• use their voices expressively and creatively by speaking chant</li> <li>• play a musical instrument.</li> <li>• create music on their own and with other.</li> </ul>		<ul style="list-style-type: none"> <li>• how to listen to a steady beat and respond in movement.</li> <li>• how to perform changes in pitch using whole body movement and voice.</li> <li>• how to understand and perform upwards and downwards pitch direction.</li> <li>• how to read pitch line notation.</li> <li>• how to play pitch lines on tuned percussion.</li> <li>• how to combine pitch changes with changes in other elements/dimensions.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore pitch, duration, and appropriate musical notations.</li> <li>• learn to sing and to use their voices expressively.</li> <li>• listen to, review and evaluate music.</li> <li>• play tuned instruments musically.</li> </ul>	<ul style="list-style-type: none"> <li>• how to perform and create simple three-beat rhythms using simple score.</li> <li>• how to interpret a score to perform different beat patterns.</li> <li>• how to perform a beat pattern with voices and percussion.</li> <li>• how to explore different ways to organize music.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• explore structure, duration, and appreciate musical notations.</li> <li>• understand and explore how music is created.</li> <li>• use their voices expressively.</li> </ul>	<ul style="list-style-type: none"> <li>• how to use simple musical vocabulary to describe music.</li> <li>• how to combine steady beat and rhythms to accompany a song.</li> <li>• how to listen and respond to contemporary orchestral music.</li> <li>• how to play an instrument game to practise steady beat at changing tempi.</li> <li>• how to prepare and improve a performance using movement, voice and percussion.</li> <li>• how to use instruments expressively.</li> <li>• how to understand notation.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• sing and play a musical instrument.</li> <li>• explore tempo, timbre and appropriate musical notations.</li> <li>• listen to, review and evaluate music, including the works of great composers.</li> </ul>
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	<ul style="list-style-type: none"> <li>listen to, review and evaluate music, including the works of great composers.</li> </ul>					
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**Key stage: 2      Subject: Music      Year: 3**

**School: Marshbrook First School**

	Half term 1	2	3	4	5	6
<b>Unit Title</b>	<i>Let's Go</i>	<i>N/A</i>	<i>Let's Go continued....</i>	<i>N/A</i>	<i>The Class Orchestra</i>	<i>The Class Orchestra</i>
<b>Overall intent – rationale</b>  <b>Why this?</b> <b>Why now?</b>	<p>In this Unit, Children learn to play their instrument with a secure technique and will develop their singing ability to be able to use the voice with control. They will begin to perform simple rhythmic and melodic patterns in time with a secure beat and understand the difference between rhythm and pulse. They will start to use simple notation and explore some of the interrelated dimensions of music such as tempo, duration, dynamics and pitch. Aural skills will be developed through the voice and instrument.</p> <p><b>Pupils will have their first opportunity to play a musical instrument for a prolonged period of time in KS2. This is after a number</b></p>				<p>This Unit develops the children's ability to create, combine and perform rhythmic and melodic material as part of a class performance. The pupils will develop their composition and improvisation skills and in performance they will maintain their own parts with confidence. Notation will be used to support musical learning. Aural skills we be developed further through a range of more complex activities and games. They will be able to begin to demonstrate knowledge of the interrelated dimensions of music on their instrument and vocally.</p> <p><b>Pupils will be able to use the skills they have learnt so far on Recorder over the last term.</b></p>	



	<p>of years of learning about music and playing different instruments each week during KS1.</p>				<p>Their ensemble skills will be starting to develop more.</p>	
<p><b>Key concepts knowledge &amp; skills</b></p> <p><b>(Must be all three)</b></p>	<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>the need for good posture and diction whilst singing and playing in order to make a pleasing sound.</li> <li>how to develop an awareness of the interrelated dimensions of music, pulse and articulations.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>how to begin to demonstrate a secure pulse and understanding of rhythm.</li> <li>how to respond to visual cues for starting/stopping, loud/quiet and fast/slow.</li> <li>and can recognize and describe how sounds are made and changed on their instruments.</li> <li>how to memorise rhythmic and melodic phrases.</li> <li>how to make constructive comments about their own and others' work to make improvements to the quality of the sound and technique.</li> <li>how to listen to a variety of music from different periods, countries, cultures and genres.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim.</li> </ul>				<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>how to play with a sense of pulse in time with backing tracks and other pupils.</li> <li>and continue to develop an awareness of the interrelated dimensions of music, pulse and articulations.</li> <li>Listen to a variety of music from different periods, countries, cultures and genres.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>how to begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrase.</li> <li>how to recognise different metres (e.g. 2, 3 or 4 time).</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally.</li> <li>follow a conductor during whole class performances and small group compositions.</li> <li>maintain a second or third part in a vocal or instrumental piece showing an understanding of</li> </ul>	

	<ul style="list-style-type: none"> <li>begin to maintain a simple part in a whole class performance.</li> <li>begin to explore simple improvisations using one note/rhythms.</li> <li>play a variety of pieces with simple changes of metre.</li> </ul>				<ul style="list-style-type: none"> <li>texture (partner songs, ostinati, rounds).</li> <li>make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>improvise with increasing confidence using 2 – 3 notes/more varied rhythms.</li> <li>memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>make changes to technique and compositions in order to improve the quality of the music that is produced .</li> </ul>	
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**Key stage: 2      Subject: Music      Year: 4**

**School: Marshbrook First School**

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<b>Title</b>	N/A	<i>On with the Show</i>	<i>On with the Show</i>	<i>Concert ready!</i>	N/A	N/A
<b>Overall intent – rationale</b>  <b>Why this?</b> <b>Why now?</b>		This Unit develops and demonstrates the children’s ability to take part in a class performance with confidence, expression and control. The children plan, sing compose and play instrumental pieces in order to achieve a quality class performance. They will embed a secure instrumental technique and produce a pleasing musical sound. Their knowledge of the interrelated dimensions of music will be more secure and their aural skills will continue to develop. They		This Unit will give pupils the opportunity to perform at an Entrust WCET Concert as part of a large ensemble with other schools and a variety of instruments Materials will be provided to build on the pupils prior knowledge and skills in order to complete the year with a public performance.		

		<p>will show more confidence in reading notation use this to learn pieces for their concert.</p> <p>Pupils will be able to use the skills they have learnt on Recorder during Y3. Their ensemble skills will now have developed, as will their knowledge of the interrelated dimensions of music to apply to the music they play.</p>				
<p><b>Key concepts knowledge &amp; skills</b></p> <p><b>(Must be all three)</b></p>		<p>Pupils understand:</p> <ul style="list-style-type: none"> <li>• how to sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• how to listen to a variety of music from different periods, countries, cultures and genres.</li> </ul> <p>Pupils know:</p> <ul style="list-style-type: none"> <li>• how to learn new pieces by using standard stave notation.</li> <li>• how to use aural skills to match sound and notation patterns.</li> <li>• how to recognise changes in metre aurally and through movement.</li> <li>• how to make constructive comments on their own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>• play with a well-established instrumental technique to produce a consistent sound</li> </ul>				

		<p>using more complex techniques.</p> <ul style="list-style-type: none"><li>• play as part of a class ensemble with confidence and a secure pulse.</li><li>• follow a variety of conductors including other teachers and pupils to play together as a group.</li><li>• perform pieces with two or three parts with confidence and accuracy to create a layered piece.</li><li>• compose and layer simple ostinati to create an accompaniment for a song.</li><li>• improvise more than 1 bar of music with confidence.</li></ul>				
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