



The Northaw Curriculum

Music

Sing and make music from your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ.

Ephesians 5:19-20
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

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 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.

Added value

At Northaw, making music is an expression of our faith. We have customised a scheme of work based on the Model Music Curriculum from Charanga and play ukulele from Sing Up. We sing together in collective worship each Monday, Wednesday and Friday; we also appreciate pieces of music taken from the Foundation Listening repertoire. Music is central to celebrations, including harvest, Christmas and Easter, and leavers' performances. We have both a band and choir led by a specialist, and host musical tuition. Embracing the power of music to change lives and working closely with Hertfordshire Music Service, we aim to play our part in a National Plan for Music Education, and have a Music Development Plan that captures the curricular and co-curricular offer and sets out how it will be staffed and funded. Ofsted's research review series and subject report series have informed our practice in this area.

Aims

The Northaw 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.

Early years foundation stage – nursery and reception

Expressive arts and design

Being imaginative and creative

Children at the expected level of development will:

- 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.

Children in nursery will be learning to:	Examples of how we support this:
<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</p> <p>Play sound-matching games.</p>
<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (‘pitch match’).</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>When teaching songs to children be aware of your own pitch (high/low). Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout.</p> <p>Sing slowly, so that children clearly hear the words and the melody of the song.</p> <p>Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as ‘ba’.</p> <p>Clap or tap to the pulse of songs or music and encourage children to do this.</p>
<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p> <p>Encourage children to experiment with different ways of playing instruments. Listen</p>

	<p>carefully to their music making and value it. Suggestion: record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.</p>
<p>Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Examples of how we support this: Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>
<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.</p>
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.</p>

In the early years foundation stage, music is not taught discreetly but through following children’s interests, planned topics, and curriculum ambitions linked to activity zones and unpacked as core skills. Progress is logged on Tapestry.

Early years foundation stage planned topics

	Autumn	Spring	Summer
Year A	All about me Harvest Diwali Christmas	Growing Lunar New Year Shrove Tuesday Easter	Once upon a time Bear topic When I grow up Be active week
Year B	Welcome to Acorns Harvest Under the sea Christmas	Spring We are scientists Shrove Tuesday Easter	Tell me a story Express yourself Moving on Be active week

Early years foundation stage curriculum ambitions

Activity zones	Curriculum ambitions	Core skills
Creative area	Collaborate with a friend to make something from reclaimed materials Independently paint a picture using watercolour and poster paints	<ul style="list-style-type: none"> • To be able to cut accurately using scissors • To be able to select and use the most appropriate type of glue • To be able to use a range of joining techniques • To be able to effectively use watercolour and poster paints independently • To make choices independently
Role play/small world	Use imagination to re-enact familiar and unfamiliar roles and experiences	<ul style="list-style-type: none"> • To be able to develop and extend a narrative • To be able to engage with purposeful symbolic play • To use familiar vocabulary
Sand/water	Create imaginative and intricate structures using an understanding of properties of sand and water	<ul style="list-style-type: none"> • To be able to grasp, hold and carry containers • To be able to manipulate sand creatively • To be able to move water successfully from one place to another • To know that the texture of sand changes when water is added
Construction	Build an intricate, stable model with friends or independently	<ul style="list-style-type: none"> • To be able to select and use a range of fixing and joining materials • To seek help from peers

The Northaw Curriculum – Music

		<ul style="list-style-type: none"> • To talk about what they are doing and give instructions
Malleable	Use Play-Doh to plan and make a model of something in which you are interested	<ul style="list-style-type: none"> • To be able to manipulate Play-Doh skilfully • Knows how to select and use different tools to make marks and help manipulate the Play-Doh
Music and dance	Enjoy creating musical and dramatic performances	<ul style="list-style-type: none"> • To know some rhymes and songs • To be able to move rhythmically • To be able to use their imagination • To know about places performances take place
Physical	<p>Ride a two-wheeled bike safely and confidently</p> <p>Move confidently across the A-frame/trapeze/monkey bars/climbing frame/tree</p>	<ul style="list-style-type: none"> • To hold own body weight • To have strong core balance • To have good spatial awareness • To understand about the safety of others
Cooking	Follow a recipe to make a cake	<ul style="list-style-type: none"> • To know that text and images convey meaning • To be able to coordinate hand-eye and fine motor skills to mix and pour • To be able to select the right utensils

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 – years 1 and 2

Key stage 1 programme of study

Pupils should be taught:

- 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 1 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	My musical heartbeat	Pulse, rhythm and pitch	Dance, sing and play!	Playing in an orchestra	Exploring sounds	Inventing a musical story
Year B	Learning to listen	Recognising different sounds	Having fun with improvisation	Exploring improvisation	Let's perform together!	Our big concert

Music is timetabled for at least 30 minutes every week. Knowledge organisers are shared online. Performances are recorded with improvement measured against a baseline. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Key stage 1 progression framework

Year 1

Musician'ship: understanding music

- Use body percussion, instruments and voices.
- In the key centres of: C major, F major, G major and A minor.
- Find and keep a steady beat together.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.

The Northaw Curriculum – Music

- Complete vocal warm-ups with a copy back option to use Solfa.

Listening

- Move and dance with the music.
- Find the steady beat.
- Talk about feelings created by the music.
- Recognise some band and orchestral instruments.
- Describe tempo as fast or slow.
- Describe dynamics as loud and quiet.
- Join in sections of the song, eg chorus.
- Begin to understand where the music fits in the world.
- Begin to understand about different styles of music.

Singing

- Sing, rap, rhyme, chant and use spoken word.
- Demonstrate good singing posture.
- Sing songs from memory.
- Copy back intervals of an octave and fifth (high, low).
- Sing in unison.

Notation

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:
 - C, D, E, F, G
 - F, G, A
 - G, B, D
 - D, E, F#, G, A
 - D, A, C

Playing instruments

- Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.

Playing the recorder

n/a

Creating: improvising

- Explore improvisation within a major and minor scale using the notes:
 - C, D, E
 - D, E, A
 - F, G, A
 - D, F, G
- Improvise simple vocal patterns using 'Question and Answer' phrases.
- Understand the difference between creating a rhythm pattern and a pitch pattern.

The Northaw Curriculum – Music

Creating: composing

- Explore and create graphic scores:
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Create a story, choosing and playing classroom instruments and/or soundmakers.
- Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.
- Use music technology, if available, to capture, change and combine sounds.
- Use simple notation if appropriate:
- Create a simple melody using crotchets and minims:
 - C, D
C, D, E
C, D, E, F
C, D, E, F, G
Start and end on the note C
 - F, G
F, G, A
F, G, A, C
F, G, A, C, D
Start and end on the note F
 - D, F
D, F, G
D, F, G, A
D, F, G, A, C
Start and end on the note D

Performing

- Enjoy and have fun performing.
- Choose a song/songs to perform to a well-known audience.
- Prepare a song to perform.
- Communicate the meaning of the song.
- Add actions to the song.
- Play some simple instrumental parts.

Year 2

Musicianship: understanding music

- Use body percussion, instruments and voices.
- In the key centres of: C major, G major and A minor.
- Find and keep a steady beat.
- Copy back simple rhythmic patterns using long and short.
- Copy back simple melodic patterns using high and low.
- Complete vocal warm-ups with a copy back option to use Solfa.
- Sing short phrases independently.

Listening

- Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- Walk in time to the beat of a piece of music.

The Northaw Curriculum – Music

- Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
- Move and dance with the music confidently.
- Talk about how the music makes you feel.
- Find different steady beats.
- Describe tempo as fast or slow.
- Describe dynamics as loud or quiet.
- Join in sections of the song, eg call and response.
- Start to talk about the style of a piece of music.
- Recognise some band and orchestral instruments.
- Start to talk about where music might fit into the world.

Singing

- Sing as part of a choir.
- Demonstrate good singing posture.
- Sing songs from memory and/or from notation.
- Sing to communicate the meaning of the words.
- Sing in unison and sometimes in parts, and with more pitching accuracy.
- Understand and follow the leader or conductor.
- Add actions to a song.
- Move confidently to a steady beat.
- Talk about feelings created by the music/song.
- Recognise some band and orchestral instruments.
- Describe tempo as fast or slow.
- Join in sections of the song, eg chorus.
- Begin to understand where the music fits in the world.
- Begin to talk about and understand the style of the music.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).

Notation

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:
 - C, D, E, F, G, A, B
 - G, A, B, C, D, E, F \sharp
 - F, G, A, B \flat , C, D, E
 - A, B, C, D, E
- Identify hand signals as notation, and recognise music notation on a staff of five lines.

Playing instruments

- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.

The Northaw Curriculum – Music

Playing the recorder

- Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B \flat , C, E and F.

Creating: improvising

- Explore improvisation within a major scale using the notes:
 - C, D, E
 - C, G, A
 - G, A, B
 - F, G, A
- Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.

Creating: composing

- Explore and create graphic scores:
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Create a story, choosing and playing classroom instruments.
- Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
- Use music technology, if available, to capture, change and combine sounds.
- Use notation if appropriate:
- Create a simple melody using crotchets and minims:
 - C, D
C, D, E
C, D, E, F
C, D, E, F, G
Start and end on the note C (C major)
 - G, A
G, A, B
G, A, B, D
G, A, B, D, E
Start and end on the note G (Pentatonic on G)
 - F, G
F, G, A
F, G, A, C
F, G, A, C, D
Start and end on the note F (Pentatonic on F)

The Northaw Curriculum – Music

Performing

- Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
- Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.
- Talk about what the song means and why it was chosen to share.
- Talk about the difference between rehearsing a song and performing it.

Key stage 2 – years 3 to 6

Key stage 2 programme of study

Pupils should be 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.

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 from great composers and musicians
- develop an understanding of the history of music.

Lower key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Latin dance			Fly with the stars		
Year 4	The doot doot song			Favourite song		

Music is timetabled for at least 30 minutes every week. Pupils learn to play the ukulele with a specialist. Performances are recorded with improvement measured against a baseline. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Lower key stage 2 progression framework

Year 3

Latin dance

- Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Listen to recorded performances.
- Experience live music making in and out of school.
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range.

The Northaw Curriculum – Music

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E).
- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
- Introduce and understand the differences between crotchets and paired quavers.

Fly with the stars

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression.
- Perform actions confidently and in time to a range of action songs.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Experience live music making in and out of school.
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question-and-answer phrases.
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments), inventing short 'on-the-spot' responses using a limited note-range.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).
- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question-and-answer phrases.

Year 4

The doot doot song

- Sing rounds and partner songs in different time signatures (2, 3, and 4 time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Listen to recorded performances.
- Experience live music making in and out of school.
- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations.
- Introduce major and minor chords.

The Northaw Curriculum – Music

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Perform in two or more parts from simple notation using instruments played in whole-class teaching. Identify static and moving parts.
- Introduce and understand the differences between minims, crotchets, paired quavers, and rests.

Favourite song

- Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder and quieter.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Listen to recorded performances.
- Experience live music making in and out of school.
- Introduce major and minor chords.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.
- Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so).
- Perform in two or more parts from simple notation using instruments played in whole-class teaching. Identify static and moving parts.

Upper key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Melody and harmony in music	Music and technology	Sing and play in different styles	Developing ensemble skills	Composing and chords	Creative composition
Year B	Enjoying musical styles	Musical styles connect us	Freedom to improvise	Improvising with confidence	Battle of the bands!	Farewell tour

Music is timetabled for at least 30 minutes every week. Knowledge organisers are shared online. Performances are recorded with improvement measured against a baseline. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Upper key stage 2 progression framework

Year 5

Musicianship: understanding music

- Use body percussion, instruments and voices.
- In the key centres of: C major, G major, D major, F major and A minor.
- In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.

The Northaw Curriculum – Music

- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes:
 - C, D, E
 - C, D, E, F, G, A, B
 - D, E, F#, G, A
 - A, B, C, D, E, F#, G
 - F, G, A, B \flat , C, D, E
 - G, A, B, C, D, E, F#

Listening

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality.
- Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction is and its purpose.
- Explain rapping.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

Singing

- Rehearse and learn songs from memory and/or with notation.
- Sing in 2/4, 3/4, 4/4 and 6/8 time.
- Sing in unison and parts, and as part of a smaller group.
- Sing 'on pitch' and 'in time'.
- Sing a second part in a song.
- Self-correct if lost or out of time.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Develop confidence as a soloist.
- Talk about the different styles of singing used for different styles of song.
- Talk confidently about how connected you feel to the music and how it connects in the world.
- Respond to a leader or conductor.

The Northaw Curriculum – Music

Notation

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:
 - C, D, E, F, G, A, B
 - F, G, A, B \flat , C, D, E
 - G, A, B, C, D, E, F \sharp
 - C, G, A \flat , B \flat
 - G, G \sharp , A, B \flat , C
 - D, E, F, G, A, B, C
 - E \flat , F, G, A \flat , B \flat , C, D \flat
- Identify:
 - Stave
 - Treble clef
 - Time signature
- Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- Recognise how notes are grouped when notated.
- Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (eg C–C'/do–do).

Playing instruments

- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E \flat major, C minor and D minor.
- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range.
- This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Playing the recorder

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, E \flat major, C minor and D minor.

Creating: improvising

- Explore improvisation within a major scale, using the notes:
 - C, D, E \flat , F, G
 - C, D, E, F, G
 - C, D, E, G, A
 - F, G, A, B \flat , C
 - D, E, F, G, A
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

The Northaw Curriculum – Music

- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Creating: composing

- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- Use chords to compose music to evoke a specific atmosphere, mood or environment.
- Use simple dynamics.
- Use rhythmic variety.
- Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Use full scales in different keys.
- Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.
- Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:
 - F, G
F, G, A
F, G, A, B \flat
F, G, A, B \flat , C
Start and end on the note F (F major)
 - G, A
G, A, B
G, A, B, C
G, A, B, C, D
Start and end on the note G (G major)
 - G, A
G, A, B
G, A, B, D
G, A, B, D, E
Start and end on the note G (Pentatonic on G)
 - D, E
D, E, F
D, E, F, G
D, E, F, G, A
Start and end on the note D (D minor)
 - E \flat , F
E \flat , F, G
E \flat , F, G, B \flat
E \flat , F, G, B \flat , C
Start and end on the note E \flat (E \flat major)

Performing

- Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.

The Northaw Curriculum – Music

- Perhaps perform in smaller groups, as well as the whole class.
- Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.
- Perform from memory or with notation, with confidence and accuracy.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Explain why the song was chosen, including its composer and the historical and cultural context of the song.
- A student leads part of the rehearsal and part of the performance.
- Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.
- Discuss and talk musically about the strengths and weaknesses of a performance.
- Collect feedback from the audience and reflect how future performances might be different.

Year 6

Musicianship: understanding music

- Use body percussion, instruments and voices.
- In the key centres of: C major, G major, D major, A minor and D minor.
- In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- Find and keep a steady beat.
- Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes:
 - D, E, F, G, A
 - C, D, E, F, G, A, B
 - G, A, B, C, D, E, F#
 - D, E, F#, G, A, B, C#
 - A, B, C, D, E, F, G

Listening

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Identify 2/4, 4/4, 3/4, 6/8 and 5/4.
- Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
- Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
- Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction and outro is, and its purpose.

The Northaw Curriculum – Music

- Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
- Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.

Singing

- Rehearse and learn songs from memory and/or with notation.
- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing in parts where appropriate.
- Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.
- Sing with and without an accompaniment.
- Sing syncopated melodic patterns.
- Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics and articulation.
- Lead a singing rehearsal.
- Talk about the different styles of singing used for the different styles of songs sung in this year.
- Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

Notation

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:
 - C, D, E, F, G, A, B
 - F, G, A, B \flat , C, D, E
 - F, G, A \flat , B \flat , C, D, E \flat
 - G, A, B \flat , C, D, E, F
 - G, A, B, C, D, E, F \sharp
 - D, E, F, G, A
 - D, E, F \sharp , A, B, C \sharp
 - E, F \sharp , G, G \sharp , A, B, C, C \sharp
 - E \flat , F, G, A \flat , B \flat , C, D
- Identify:
 - Stave
 - Treble clef
 - Time signature
- Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- Recognise how notes are grouped when notated.
- Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

The Northaw Curriculum – Music

Playing instruments

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.
- Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

Playing the recorder

- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.

Creating: improvising

- Explore improvisation within a major scale, using the notes:
 - C, D, E, F, G
 - G, A, B \flat , C, D
 - G, A, B, C, D
 - F, G, A, C, D
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

Creating: composing

- Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
- Create a simple chord progression.
- Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Create music in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- Use simple dynamics.
- Use rhythmic variety.
- Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- Use full scales in different keys.
- Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:
 - C, D
 - C, D, E
 - C, D, E, F
 - C, D, E, F, G

The Northaw Curriculum – Music

- Start and end on the note C (C major)
 - G, A
 - G, A, B
 - G, A, B, D
 - G, A, B, D, E
- Start and end on the note G (Pentatonic on G)
 - D, E
 - D, E, F
 - D, E, F, G
 - D, E, F, G, A
- Start and end on the note D (D minor)
 - F, G
 - F, G, A
 - F, G, A, C
 - F, G, A, C, D
- Start and end on the note F (Pentatonic on F)
 - F, G
 - F, G, A^b
 - F, G, A^b, B^b
 - F, G, A^b, B^b, C
- Start and end on the note F (F minor)

Performing

- Create, rehearse and present a holistic performance for a specific event, for an unknown audience.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.
- Perform from memory or with notation.
- Understand the value of choreographing any aspect of a performance.
- A student or a group of students rehearse and lead parts of the performance.
- Understand the importance of the performing space and how to use it.
- Record the performance and compare it to a previous performance.
- Collect feedback from the audience and reflect how the audience believed in the performance.
- Discuss how the performance might change if it was repeated in a larger/smaller performance space.