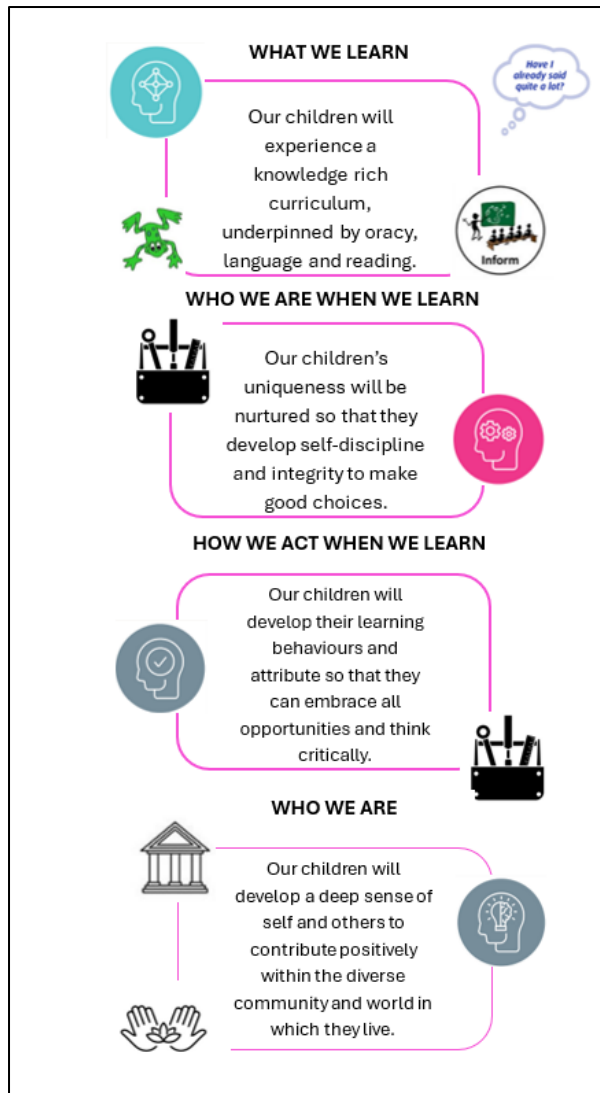


# Lifton MUSIC Overview 2024-2025



Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass

## Curriculum intent for Music:

As musicians, our children will be inspired to develop a love of music through listening, performing, composing, playing, evaluating and learning about music across a range of historical periods, genres, styles, traditions and cultures. Our children will foster their musical talents with opportunities to learn a musical instrument, develop their understanding of musical notation, improve their singing voices and create music on their own and with others. This will enable our children to grow in self-confidence, express their creativity as well as experiencing a sense of achievement.

## Substantive knowledge content



**LIFTON**  
COMMUNITY ACADEMY

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Sound		Call and response (animals)	Tempo (Snail and mouse)	Dynamics (Seaside)	
Year 1	Keeping the pulse (my favourite things)					
Year 2	Pitch (Musical Me)					
Year 3 & 4	Body and tuned percussion: rainforests		Whole class instrumental teaching: ukuleles	Whole class instrumental teaching: Caribbean	Changes in pitch, tempo and dynamics (Theme: rivers)	
Year 5	Composition and notation (Ancient Egypt)		Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	
Year 6	Dynamics, pitch and tempo: Fingal's Cave		Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leaver's Song	

## Disciplinary/Interdisciplinary Knowledge overview

<b>Sing, play and explore</b>						
R	1	2	3	4	5	6
<p>To tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>To play pitch-matching games, copying songs sung by an adult.</p> <p>To sing call-and-response songs, echoing phrases of songs sung by an adult.</p>	<p>Sing with expression and confidence to an audience.</p> <p>Repeat simple beats and rhythms.</p> <p>Recognise and explore how sounds can be organised and expressed visually.</p>	<p>Sing songs following a melody using expression and create dramatic effects.</p> <p>Perform simple patterns and accompaniments, keeping to a steady pulse.</p> <p>Play sounds in response to a visual symbol.</p>	<p>Sing songs in tune, showing clear diction and control of voice.</p> <p>Perform simple melodic and rhythmic parts.</p> <p>Maintain a simple part within a group.</p> <p>Follow staff and coloured notation.</p>	<p>Sing songs in tune from memory with accurate pitch, showing awareness of others' parts.</p> <p>Perform simple melodic and rhythmic parts with clarity and control, showing awareness of others' parts.</p> <p>Perform alone and in a group, taking turns to lead the group.</p> <p>Use staff and musical notation, knowing the duration of a minim, crotchet and semibreve and recognise these symbols. Know the symbol for a rest in music and use silence for effect.</p>	<p>Sing songs in tune, breathing well and pronouncing words, changing pitch and showing control in singing. Hold a part in a round.</p> <p>Maintain own part with an awareness of how parts fit together and the need to achieve an overall effect.</p> <p>Play an accompaniment on an instrument.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Read the musical stave and work out the notes EGBDF</p>	<p>Sing from memory with confidence, expressively and in tune. Sing a harmony part confidently and accurately.</p> <p>Perform a significant part from memory and notation with awareness of how contribution fits with others. Play a part or an accompaniment from memory with confidence, expressively and in tune.</p> <p>Quickly read notes and know how many beats they represent.</p> <p>Begin to show understanding of major chords</p>

					and FACE. Draw a treble clef at the correct position on the staff. Know and use the standard notation of minim, crotchet and semibreve.	and how they are built.
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**Explore and compose**

R	1	2	3	4	5	6
To move in response to changes in a pulse or an element of music. To keep a steady beat, whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.	Create sound sequences experimenting with different musical elements. Create a musical pattern. Improvise in making sounds, including rhythms, pulses and different pitches with instruments and the voice.	Create and order sound sequences which have a beginning, middle and ending, showing different musical elements. Create short musical patterns. Select and make changes to improvised sounds to achieve an effect.	Compose short pieces of music which combine musical elements. Create short musical patterns with long and short sequences and rhythmic phrases. Improvise repeated patterns, selecting and organising sounds to help create an effect.	Compose music which has several layers of sound. Create an accompaniment for a melody. Improvise a range of related repeated patterns.	Develop ideas of how musical elements can be combined within a musical structure. Create distinctive musical patterns to accompany a melody. Improvise melodic and rhythmic phrases as part of a group performance.	Use a variety of different musical devices including melody, rhythm and chords. Create distinctive musical patterns with a range of instruments to accompany a melody. Improvise melodic and rhythmic material.

**Listen and appraise**

R	1	2	3	4	5	6
To listen attentively to and explore different kinds of music from	Identify and match sounds to different feelings, moods, thoughts.	Notice how music can be used to create different moods and effects which	Notice how sounds can be combined and used expressively in	Notice and explore how sounds can be combined and used expressively in pieces of music.	Describe how sounds can be combined and used expressively in	Analyse how sounds can be combined and used expressively in

<p>across the globe, including traditional and folk music from Britain. To discuss changes and patterns as a piece of music develops.</p>		<p>communicate ideas.</p>	<p>pieces of music. Recognise specific instruments being played. Recognise how musical elements are being combined to compose music. Notice and explore how music reflects time place and culture.</p>	<p>Recognise and identify instruments being played and numbers of instruments/voices. Describe how musical elements are being combined to compose music. Describe different purposes of music specific to a historical period or a culture.</p>	<p>pieces of music. Comment on musicians' use of techniques to create an effect. Compare different types of music using appropriate vocabulary. Describe and explain different cultural meanings and purposes of music, including contemporary music</p>	<p>pieces of music. Notice and explore how music reflects different intentions. Compare and evaluate different types of music using appropriate vocabulary. Express opinions on the different cultural meanings and purposes of music, including contemporary music</p>
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