



Miers Court Primary School

What Is The Purpose of **The Arts** Curriculum?

Music in primary education nurtures creativity, supports cognitive and language development, and enhances emotional well-being. Through singing, playing, and listening, children develop coordination, teamwork, and cultural awareness. Music also strengthens memory, pattern recognition, and phonemic skills, providing a foundation for literacy and numeracy while fostering joy and self-expression. Along with this, composing allows children to organise their thoughts, express feelings, and explore imagination through written, spoken, or even musical forms. It nurtures creativity and originality. By embedding music into the curriculum, we empower pupils to collaborate with others, express themselves and develop a love and appreciation for music of all forms.

The Arts curriculum comprises of:

- Art & Design
- Music

Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the follow way:

Self-belief	Music gives children a safe way to express themselves, which reinforces the idea that their voice matters. Learning an instrument or mastering a song builds competence through practice, showing that effort leads to success. It also promotes a sense of identity and belonging, helping children feel unique and valued.
Togetherness	Music creates shared emotional experiences, synchronizing movement, and fostering a sense of belonging. When people sing, dance, or listen to music together, they experience the same rhythms and emotions, which strengthens social bonds and trust. Music also reflects cultural identity, helping individuals feel connected to their traditions and communities.
Aspiration	Music inspires hope, confidence, and determination through its emotional and cultural impact. Uplifting melodies and motivational themes often evoke positive emotions that encourage people to dream big and pursue their goals. Additionally, music serves as a tool for identity and self-expression, allowing individuals to align with values of ambition and resilience. By energizing the mind and body, music transforms aspiration into action.
Resilience	Music provides a safe outlet for processing feelings and offers hope and meaning through lyrics and melodies. Listening to music can lower cortisol levels, calm the nervous system, and improve mood through dopamine release. By supporting emotional balance, cognitive coping, and physical recovery, music becomes a powerful tool for building resilience and maintaining well-being.
Success	Music enhances focus; boosting motivation, reducing stress, and fostering creativity. Additionally, music stimulates memory and learning, aids emotional regulation, and encourages creative thinking by activating multiple brain regions. These combined effects help individuals maintain resilience, stay motivated, and perform at their best.

How Do We Teach **Music**?



We have the scheme “Charanga” which supports teacher’s subject knowledge and scaffolds the learning. The teaching of Music follows a specific route map which builds up the knowledge of their unit in small steps.

1. Reactivate prior learning

Before introducing new learning and vocabulary, the children will be given an opportunity to recall their prior learning, focusing in particular on the key vocabulary and dimensions of music learnt

2. Present new vocabulary

The key words for the lesson will be introduced to the children and displayed so that they can be referred to throughout

3. Singing a song

Every week, the class will learn a new song which has a direct link to the week’s lesson focus. This song may be sung prior to the Music lesson to help the children to increase familiarity. In addition to the Music lesson, there is an expectation that the song will be sung at least 3 times throughout the week

4. Musical Activity

A practical activity will be used to teach the children the week’s musical skills and to help them to understand the key vocabulary and dimensions of music. In the younger Year Groups, the activity may use the week’s song as a vehicle for learning. Activities are provided to enable teachers to “step up” the learning and introduce a level of challenge as appropriate

5. Listen

If appropriate, children will be given an opportunity to listen to a piece of music which illustrates the lesson's key learning and enables further discussion to take place

6. Branch out

Where appropriate, suggestions are given for ways in which the week's musical learning could be built upon outside of the lesson or during subsequent music lessons. Teachers are encouraged to find time to introduce some of these "branching out" ideas into their week

7. Bringing it Together

At the end of the lesson, teachers will recap on the key vocabulary and use the assessment suggestions provided for formative assessment purposes

How Do We Adapt Learning To Support Pupils In **Music**?

Non-Negotiables that need to be in place in all lessons/classrooms when teaching

1. Multi-sensory approach to music
2. An opportunity for children to contribute and all their contributions to be valued
3. Dual coding and visuals to support learning

Cognition and Learning

Subject Challenges

Accessing text of lyrics

Reading music

Having the spoken or written language to respond to a piece of music

Remembering a musical sequence

Remembering lyrics to a song for a performance

Provision for SEND

Provide a modified version, work in pairs or provide an audio version (using seesaw)

Child has the option to learn by ear.

Code the colours of the notes and corresponding note positions on the instrument.

Pupil can voice record (speech to text) , work in pairs or give video response to seesaw

Child has access to visual cues, piece is modified for accessibility.

Child can have visual cues

Communication and Interaction

Subject Challenges

Contributing ideas to response work or composition work may be challenging.

Working in a group for response or composition work.

Provision for SEND

Offer a range of formats to contribute in such as voice or video recording on seesaw.

Use a talk partner to share ideas who can then share them with the group.

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Physical and sensory

Subject Challenges

Children with visual impairment may find it difficult to see IWB or resources provided

Recording information may be difficult

Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment

Children who might not be able access some PE equipment

Provision for SEND

Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described

Provide additional ways to record info(video/ICT etc)

Addressing individual needs on a lesson by lesson basis - those with PD - how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided e.g. space for their walker between benches

Social Emotional and Mental Health

Subject Challenges

Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult

Many aspects of PE consist of group work - some children may struggle to manage in these scenarios

Provision for SEND

Ensure children know in advanced what the key areas of the lesson will be

Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence

Have clear expectations of group work

Carefully consider groupings

Reduce group sizes if necessary to reduce sense of overwhelm

How is **Music** Sequenced Throughout The School?

The Music knowledge for the pupil is sequenced to build up not only in year but also in three key themes over each year.



Listening and Appraising



Performing



Creating

Key Theme

Listening and Appraising

Key Theme 2

Performing

Key Theme 3

Creating

R	Finding the beat and moving to the music Emotions of music Mapping the music	Performing nursery Rhymes and number songs Performing their compositions	Using instruments for improvisation and composition
1	My Musical Heartbeat Learning to Listen	Dance, Sing and Play Let's perform together	Exploring Sounds Having Fun with Improvisation
2	Pulse, Rhythm and Pitch Recognising Different Sounds	Playing in an orchestra Our Big Concert	Inventing a Musical Story Exploring Improvisation
3	Writing Music Down More Musical Styles	Playing in a Band Opening Night	Compose Using Your Imagination Enjoying Improvisation
4	Musical Structures Feelings through Music	Exploring Feelings when you Play The Show Must Go On!	Compose with your Friends Expression and Improvisation
5	Melody and Harmony in Music Enjoying Musical Styles	Sing and Play in Different Styles Battle of the Bands	Composing and Chords Freedom to Improvise
6	Music and Technology Musical Styles Connect Us	Developing Ensemble Skills Farewell Tour	Creative Composition Improvising with Confidence

How is **Music** Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1 & 2	Term 3 & 4	Term 5 & 6
R	Across the terms and throughout the course of the year, children in Year R will develop the following skills; Listen attentively to a variety of music (different genres, cultures, instruments), respond to music with movement, gestures, facial expressions, notice changes in pitch, tempo, volume, and mood, follow and repeat simple rhythmic patterns. Children will have opportunities to explore sounds made by percussion instruments, investigate how to make sounds quieter/louder, faster/slower and use instruments to keep a steady beat. There will be regular opportunities to sing familiar songs and perform with increasing confidence.		
1	My Musical Heartbeat Dance, Sing and Play	Exploring sounds Learning to Listen	Having fun with Improvisation Let's Perform together
2	Pulse, Rhythm and Pitch Recognising Different Sounds	Playing in an Orchestra Our Big Concert	Inventing a Musical Story Exploring Improvisation
3	Writing Music Down Playing in a Band	Compose Using your Imagination More Musical Styles	Enjoying Improvisation Opening Night
4	Musical Structures Exploring Feelings when you Play	Compose with Your Friends Feelings Through Music	Expression and Improvisation The Show Must Go On!



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5	Melody and Harmony in Music Sing and Play in Different Styles	Composing and Chords Enjoying Musical Styles	Freedom to Improvise Battle of the Bands
6	Music and Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Farewell Tour

What Are The End Points For Each Year In **Music**?

Assessment Question 3. What can the pupils apply?

	Listening and Appraising	Performing	Creating
R	R.1 Listen attentively to a range of sounds R.2 Respond physically to music (e.g., clapping, moving)	R.3 Begin to explore vocal sounds and body percussion R.4 Explore tuned and untuned percussion instruments R.5 Sing familiar songs and rhymes with others R.6 Add expression and movement to a performance	R.7 Explore different sounds using voice, body and instruments R.8 Begin to create simple patterns using sounds R.9 Use voice to make up sounds and short musical phrases R.10 Work with others to create a short piece with structure
1	1.1 Identify and keep a steady beat 1.2 Recognise some band and orchestral instruments 1.3 Describe the tempo and dynamics 1.4 Begin to understand where music fits in the world/style of music	1.5 Rhyme, chant and use spoken word 1.6 Sing songs from memory in unison 1.7 Copy back intervals of an octave and fifth 1.8 Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation	1.9 Create musical sound effects and short sequences of sounds in response to music and video stimulus 1.10 Recognise how graphic notation can represent high/low and long/short sounds - explore and invent own symbols 1.11 Improvise simple vocal patterns using question and answer phrases 1.12 Understand the difference between a rhythmic and a pitch pattern
2	2.1 Identify and keep the beat of music in 2-time, 3-time and 4-time. 2.2 Recognise and name some band and orchestral instruments. 2.3 Describe the tempo, dynamics and how the music makes them feel 2.4 Start to describe the style of a piece of music 2.5 Describe where music might fit into the world.	2.6 Sing as part of a choir 2.7 Sing in unison and sometimes in parts (a round) with more pitching accuracy 2.8 Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C, F and G major 2.9 Understand and follow the leader or conductor	2.10 Create musical sound effects and sequences of sounds in response to music and video stimulus 2.11 Use graphic symbols, dot and stick notation to keep a record of composed pieces, including crotchets, quavers and minims 2.12 Explore standard notation using crotchets, quavers, minims and semibreves. 2.13 Improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation
3	3.1 Identify and keep a steady beat in 3/4 and 4/4 3.2 Identify and name instruments heard 3.3 Reason about the style of the music 3.4 Identify the tempo and dynamics of a piece 3.5 Explain your thoughts and feelings about the music 3.6 Explain what the song or piece might mean.	3.7 Sing a widening range of songs or varying styles and structures 3.8 Sing expressively with awareness of the beat and with attention to clear diction	3.11 Create music and/or sound effects in response to music and video stimulus. 3.12 Compose over a simple chord progression, simple groove and drone. 3.13 Start to use simple structures within compositions using simple dynamics

		<p>3.9 Rehearse and learn to play melodic instrumental part by ear or from notation in C, F, G and E major.</p> <p>3.10 Develop facility in playing tuned percussion or a melodic instrument</p>	<p>3.14 Create and improvise with crotchets, minims and paired quavers.</p> <p>3.15 Explore standard notation using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers.</p>
4	<p>4.1 Identify and keep a steady beat in 2/4, 3/4 and 4/4</p> <p>4.2 Recognise and describe the style of music</p> <p>4.3 Discuss and identify the different structures of songs</p> <p>4.4 Identify major and minor tonality</p> <p>4.5 Explain the main musical theme and identify when it is repeated</p> <p>4.6 Recall by ear, memorable phrases heard in the music</p>	<p>4.7 Sing in different time signatures; 2/3, 3/4 and 4/4 as part of a choir with awareness of size.</p> <p>4.8 Sing on pitch and in time with attention to breathing, phrasing and articulation</p> <p>4.9 Rehearse and learn to play melodic instrumental part by ear or from notation in C, F, G and D major.</p>	<p>4.10 Create music in response to music and video stimulus</p> <p>4.11 Combine known rhythmic notation with letter names to create short pentatonic phrases (5 notes)</p> <p>4.12 Compose over a chord progression, groove and drone</p> <p>4.13 Start to use simple structures within compositions using dynamics, articulation and the pentatonic scale</p> <p>4.14 Read, respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p>
5	<p>5.1 Identify and keep a steady beat in 2/4, 3/4, 4/4 and 6/8.</p> <p>5.2 Justify your feelings and personal opinions with reference to the musical elements</p> <p>5.3 Discuss the structure of the music</p> <p>Recall by ear, memorable phrases heard in the music and how they are changed</p> <p>5.4 Recognise different musical styles and their key musical features</p> <p>5.5 Demonstrate understanding of a musical introduction and its purpose</p>	<p>5.6 Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>5.7 Sing in unison and parts and as part of a smaller group</p> <p>5.8 Sing expressively, with attention to dynamics and articulation</p> <p>5.9 Respond to the conductor or leader</p> <p>5.10 Rehearse and learn to play melodic instrumental part by ear or from staff notation in C, F, G and E^b major and C and D minor.</p>	<p>5.11 Compose song accompaniments, perhaps using basic chords and more rhythmic variety</p> <p>5.12 Start to use structures within compositions and a wider range of dynamics</p> <p>5.13 Understand how chord triads are formed and play them on tuned percussion and melodic instruments</p> <p>5.14 Identify the stave and symbols on the stave, the name the notes on the lines and spaces and barlines</p> <p>5.15 Experiment with a wider range of dynamics</p>
6	<p>6.1 Identify and keep a steady beat in 2/4, 3/4, 4/4, 6/8 and 5/4</p> <p>6.2 Justify your feelings and opinions using musical vocabulary</p> <p>6.3 Identify the musical style with reference to the musical elements and features</p> <p>6.4 Identify a wide range of instruments by ear and through a range of media</p> <p>6.5 Discuss the structure of the music</p>	<p>6.6 Sing a broad range of songs as part of a choir, including syncopated rhythms.</p> <p>6.7 Sing while observing rhythm, phrasing, breathing, accurate pitching and appropriate style.</p> <p>6.8 Sing in 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>6.9 Rehearse and learn to play one of four differentiated instrumental parts by ear or from staff notation in C, F, G D, E, E^b, A major and D and F minor with attention to dynamics.</p>	<p>6.10 Plan, compose and play an 8 or 16-beat melodic phrase, using the pentatonic scale and incorporate rhythmic variety and interest</p> <p>6.11 Compose a ternary (ABA) form piece</p> <p>6.12 Use wider rhythmic and dynamic variety</p> <p>6.13 Identify the stave and symbols on the stave, the name the of the notes on the lines and spaces, bar lines, flat and sharp sign</p>