



Chester-le-Street CE Primary School

Music

INTENT

At CLS, music will be an inspiring and enjoyable learning experience for all pupils, who are encouraged to participate in musical activities with confidence. We ensure that pupils develop knowledge, understanding and appreciation of music from a wide variety of historical periods, styles, cultural traditions and musical genres through listening, appraising, creating, composing and performing music. They will find their voices as singers, performers and composers, to enable them to become confident musicians who enjoy working collaboratively with others to perform in class lessons, concerts, and performances.

OUR AIMS

Our music curriculum is designed to align with both the expectations of the National Curriculum (2014) and the Model Music Curriculum (2021), ensuring a broad and balanced approach to music education. The curriculum aims to provide pupils with the knowledge, skills, and opportunities to excel in music and experience a range of musical traditions and genres. Specifically, we aim to ensure that all pupils:

- **Perform, listen to, review, and evaluate** music from a range of historical periods, genres, styles, and traditions, including the works of great composers and musicians.
- **Learn to sing and use their voices**, create and compose music both individually and collaboratively, and have the opportunity to learn a musical instrument. We also aim to ensure appropriate use of technology in music and provide opportunities for pupils to progress to the next level of musical excellence.
- **Understand and explore** how music is created, produced, and communicated through the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

By following both the National Curriculum and the Model Music Curriculum, we aim to provide a rich, high-quality music education that fosters creativity and builds a solid foundation in musical knowledge and skills.

IMPLEMENTATION

CURRICULUM

Our music curriculum is designed to set out the skills, knowledge, and understanding that all pupils will gain at each stage of learning, from EYFS to Year 6. Covering a broad and diverse range of repertoire, approaches, and musical traditions, it supports a fully integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening, and appraising.

We use an adapted version of the Sing Up curriculum, tailored to meet the unique needs of our children, ensuring that music is accessible and engaging for all. Sing Up provides a solid foundation for singing and vocal work, which we build upon to enhance musical literacy and creativity throughout the school.

In addition to this core curriculum, we offer several enriching programs to broaden pupils' musical experiences:

- Recorder Lessons (Years 3): Provided by the Durham Music Hub, these lessons introduce children to playing tuned instruments, fostering early music reading skills and teaching pupils to play as part of an ensemble. A key highlight is a performance for parents at the end of each term, where children showcase their progress and experience the joy of group performance.
- Tiny Fingers Programme (EYFS): For our youngest learners in Reception, we participate in Durham Music Hub's Tiny Fingers programme. This program introduces children to the world of music through playful activities that develop early musical skills such as listening, rhythm, and movement, helping to build a strong foundation for future learning in music.
- Rock Band in a Day (Year 6): We are thrilled to offer Year 6 pupils the opportunity to take part in the exciting Rock Band in a Day program. This dynamic workshop allows pupils to explore rock and pop music, learning to play as part of a band and culminating in a group performance. It encourages collaboration, creativity, and confidence in performance.
- Singing Collective Worship: Singing plays a central role in our weekly collective worship, where we sing together as a school, linking our musical practice to our school values. This supports pupils' spiritual and personal development. Singing is also integrated into our regular church services, where the children lead songs, reflecting the school's strong connection to the local community.
- The entire school takes part in Sing Up Day, an exciting event where schools from across the world come together to form a Digichoir. This global initiative allows our pupils to connect with others through music, enhancing their sense of community and collaboration on an international scale.
- We also participate in recording a Christmas music video each year, where pupils sing a festive song, spreading holiday cheer and showcasing their vocal talents. This video is shared with parents and the wider school community.
- Song of the Day Playlist: To broaden pupils' exposure to different musical styles, we have developed a Song of the Day playlist, which focuses on a different musical genre each week. Each day, a new song is introduced along with context and information to help children understand and appreciate a variety of musical traditions. This initiative helps pupils develop their listening and appraisal skills, encouraging them to engage with a diverse range of music.
- Extra-Curricular Music Activities:
 - Woodwind Lessons (KS2): As pupils progress into KS2, we offer instrumental learning with woodwind lessons, delivered by Durham Music Hub. These lessons enhance pupils' abilities to read music, play with proper technique, and perform confidently. Learning woodwind instruments also offers benefits such as teamwork, discipline, and aural skills as students play together in an ensemble setting.

- In the Autumn and Summer terms, we run a Key Stage 2 choir, which offers pupils the opportunity to develop their vocal skills and perform for parents at the end of each term. Our school choir has strong links with the local church and the wider community. The choir performs at the church and involves local parish members in performances. We also bring the joy of music to local care homes, where the choir regularly visits and sings for residents, helping to foster intergenerational connections and community involvement.
- In the Spring term, we hold a Performing Arts Club, where children can explore acting, dancing, and singing, culminating in a musical showcase that allows them to demonstrate their talents in a creative, supportive environment.

By offering these programs alongside our core music curriculum, we aim to create a rich, engaging, and inclusive musical education that fosters a lifelong love of music and meets the diverse needs and interests of our pupils.

CURRICULUM COVERAGE

	Our Community		Our World		Our Impact	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	It's my life	This is our school	Royal Patrons – Story of Elizabeth and Victoria	We are united	King of the Castle	Beside the Seaside
	The King in the Castle Musical focus: Structure, timbre, pitch, dynamics, rhyme.	Nativity Musical Focus: Singing with expression and clear diction, ensemble performance, developing pitch accuracy, dynamics, and confidence, understanding music as part of storytelling and celebration.	The Magic Flute - ROH Musical Focus: Singing in character, call-and-response, vocal improvisation, exploring tempo, pitch, and dynamics, performing in ensemble, understanding structure and storytelling through music.	Colonel Haiti's March Musical Focus: Timbre, tempo, dynamics, pitch, classical music.	King in the Castle Musical Focus: Structure, timbre, pitch, dynamics, rhyme.	Magical Musical Aquarium Musical Focus: Timbre, pitch, structure, graphic symbols, classical music.
Year 2	Made in Durham	There's no place like home	Medicine Women	Adventures around the world	Fire! Fire!	Going Wild
	Tony Chestnut Musical Focus: Beat, Rhythm, Melody, Echo, Call-and-response, Tuned and untuned percussion	Nativity Musical Focus: Singing with expression and clear diction, ensemble performance, developing pitch accuracy, dynamics, and confidence, understanding music as part of storytelling and celebration.	Grandma Rap Musical Focus: Duration (crotchet, quavers, crotchet rest), Unison	Trains Musical Focus: volume/dynamics (crescendo, diminuendo), Speed/ tempo (accelerando, ritenuto)	Time - Glockenspiels 12 week module Musical Focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.	
Year 3	May the force be with you	The Lambton worm	Captain Caveman	Pack your bags	Who Let the Gods out	Where Land Meets Sea

	Recorder Lessons from Durham Music Services Musical Focus: learning to hold and play notes on a recorder, playing as an ensemble, reading notation, singing as an ensemble	Recorder Lessons from Durham Music Services Musical Focus: learning to hold and play notes on a recorder, playing as an ensemble, reading notation, singing as an ensemble	Enchanted Forest (Recorder Unit) Musical Focus: 4/4 time, song structure: intro, verse and chorus, Style: folk style, cinematic, sung melody and 3 differentiated recorder parts to accompany the melody, playing crotchets, quavers, minims and semibreves	Enchanted Forest (Recorder Unit) Musical Focus: 4/4 time, song structure: intro, verse and chorus, Style: folk style, cinematic, sung melody and 3 differentiated recorder parts to accompany the melody, playing crotchets, quavers, minims and semibreves	Monsters, monsters! (Recorder Lessons) Musical Focus: 12/8 and 4/4 time signatures, Structure: multiple sections with a sung verse opening and closing the piece, Style: cinematic, game soundtrack, a sung melody with 3 differentiated recorder parts looking t extending reading and playing notes on a tuned instrument	Monsters, monsters! (Recorder Lessons) Musical Focus: Rhythm combinations crotchets,paired quavers, dotted quaver,semiquaver, dotted minim,paired quavers, semibreves, semiquavers, dotted crotchets, crotchet/quaver, quavers grouped in 3s. Articulation (staccato and slurs).
Y e a r 4	You're Not Invited	The Uk uncovered	Revolting Rebels	The Rhythm of the Rain	Walk like an Egyptian	Spiritual rivers

	Earthlight recorder 12 weeks Musical Focus: Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images.	Earthlight recorder 12 weeks Musical Focus: Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images.	This Little Light of Mind: Musical Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response,	Composing with Colour: Musical Focus: Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.	My Fantasy Football Team Musical Focus: Beat, rhythm, rondo, rhythm notation	Global Pentatonics Musical Focus:Pentatonic scale, different music traditions and cultures, graphic/dot notation.
Year 5	Saxon Raiders	Awesome Alps	Viking Warriors	Guardians of the Gorge	Mysteries of the Maya	Rainforest Rescue

	What Shall We Do With a Drunken Sailor? Musical Focus: Sea shanties, beat, rhythm, chords, bass, dot notation	Introduction to Songwriting Musical Focus: Structure (verse/chorus), hook, lyric writing, melody.	Magical Flute - ROH Musical Focus: "Gain understanding of the impact of Opera on other art forms, and knowledge of new works (and productions), develop tonal quality, and performing a song with multiple parts, develop ability to convey drama through singing considering character motivations and relationships, Understanding of the importance of each aspect of rehearsal and develop critical reflection skills by articulating individual strengths and weaknesses in relation to other examples of work"	Why We Sing Musical Focus: Gospel music, instruments, structure, texture, vocal decoration.	Three Little Birds Musical Focus: Reggae, riffs, offbeat, chords, major triads D, bassline, unison, harmony	Building a Groove Musical Focus: Beat, rhythm, basslines, riffs.
Year 6	Mining's Footprint	Extreme Earth	Battle of Britain	The Place inbetween	Achievements of the ancients	Planet Earth
	Touch the Sky Musical Focus: Scottish folk music, to move, sing, and play in 3/4 time, to improvise using a pentatonic scale, to sing in two parts with dynamic contrast and expression.	Twinkle Variations Musical Focus: use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.	Ain't Gonna Let Nobody Musical Focus: Civil rights movement in the USA, compare musical styles (Gospel, rhythm and blues, choral), spiritual turned protest song, vocal improvisation, chords C minor and G7.	Composing for Protest Musical Focus: music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.	Nobody Knows Musical Focus: Songwriting, melody, lyrics, chords, expression	Exploring Melody Through Song Musical Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.

SKILLS PROGRESSION

At CLS, key skills in Music are grouped into four areas:

- Improvising and Composing
- Singing and Playing
- Listening and Appraising
- Musicianship

Music Skills	Improvising and Composing	Singing and Playing	Listening and Appraising	Musicianship
EYFS	Physical Development: Develop motor skills by playing untuned percussion instruments and using body percussion. Move in time with a steady beat, practising coordination through dancing and actions. Improve fine motor skills through handling instruments with increasing control. Personal, Social, and Emotional Development: Build confidence by participating in group singing and music-making. Take turns and collaborate during musical activities, developing social skills. Express feelings through music, using songs to explore emotions (e.g., happy/sad sounds). Expressive Arts and Design: Experiment with different sounds using instruments, voices, and everyday objects. Create simple musical patterns and sequences, fostering creativity and imagination. Engage in imaginative play through storytelling in music, expressing ideas and experiences. Understanding the World: Explore sounds from different cultures and environments, broadening musical awareness. Discover musical contrasts such as loud/soft, fast/slow, and high/low.			
Year 1	Create simple rhythmic patterns using body percussion and instruments. Begin exploring word patterns and chants eg. ostinato	Sing simple echo songs, focusing on pitch (mi-re-do) and beat. Play unpitched percussion instruments to keep a steady beat	Listen to and identify different instruments and their sounds (timbre). Respond to contrasting dynamics and tempo changes.	Begin to recognise basic note durations (e.g., crotchets, quavers). Develop an understanding of pitch direction (high/low) and tempo (fast/slow).

Year 2	Create and perform simple call-and-response patterns using tuned and untuned percussion. Start composing 4-beat rhythmic patterns with stick notation.	Sing in unison, with call-and-response and echo. Develop accuracy in playing simple accompaniments (e.g., body percussion or tuned instruments).	Identify changes in dynamics (crescendo/diminuendo) and tempo (accelerando/ritenuto). Listen and describe different musical structures, such as verse-chorus or rondo.	Gain awareness of rhythm notation (crotchets, quavers, and rests). Develop the ability to keep a steady beat and recognize simple rhythmic patterns.
Year 3	Compose short pieces using notes C-D-E, following simple structures like ABA. Improvise rhythms and melodic patterns	Sing pentatonic melodies and rounds, improving pitch accuracy. Begin to play simple accompaniments using tuned percussion.	Analyse music with a focus on texture and timbre. Compare classical and modern music, identifying structures like rounds and layers.	Read simple rhythmic notation (crotchets, quavers, semiquavers). Identify and perform different textures (unison, layers).
Year 4	Compose using a non-musical stimulus, like colour or artwork. Create rhythmic patterns within different structures, such as rondo or ternary	Sing and perform songs using the pentatonic scale. Begin playing more complex rhythmic accompaniments using tuned and untuned percussion.	Recognise and describe music from different traditions. Identify the use of timbre and texture in fanfares and orchestral pieces.	Develop skills in reading graphic notation and understanding of rhythmic groupings. Explore different rhythms, such as triplets and habanera.
Year 5	Compose pieces using ternary (ABA) form, focusing on dynamics and tempo. Explore songwriting techniques, including hooks and lyrics.	Sing in two parts and explore vocal decorations, harmonies, and microtones. Play chords and riffs as part of an ensemble.	Compare and contrast musical elements from different cultural backgrounds. Listen and identify the structure, instrumentation, and features of different genres.	Understand the relationship between melody, harmony, and chords. Develop rhythmic accuracy through more complex notation (semiquavers, dotted rhythms).
Year 6	Create songs inspired by	Sing in two parts with	Compare styles and genres,	Master complex time

	historical and social movements, focusing on lyrics, pulse, and structure. Improvise on top of repeating basslines.	dynamic contrast and vocal expression. Develop more advanced instrumental skills, playing extended melodies and accompaniments.	discussing musical expression and social context. Analyse how different elements (rhythm, melody, structure) create identity in songs	signatures and syncopation. Develop fluency in reading and interpreting notation (dot notation and graphic scores)
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ASSESSMENT IN MUSIC

At CLS, we use **Sing Up progression snapshots** to monitor and assess children's progress in music throughout the year. These snapshots provide a clear framework for tracking the development of musical skills, knowledge, and understanding across different year groups. By regularly **revisiting songs** and musical activities, we ensure that children have the opportunity to build on their skills over time, reinforcing key concepts such as pitch, rhythm, and dynamics. This approach helps us to identify each child's progress, celebrate their achievements, and tailor further teaching to meet their needs. Our goal is to ensure that all pupils experience continuous growth in their musical abilities, from singing and playing instruments to listening and appraising music. This ongoing assessment process is shared with parents to keep them informed of their child's progress in music.

EARLY YEARS FOUNDATION STAGE (EYFS)

For our youngest pupils, Music is guided by the Early Learning Goals outlined within the Statutory framework for the Early Years Foundation Stage. Music is taught within the continuous provision providing varied opportunities to apply this understanding to make sense of their experiences and the world around them. Our music curriculum aligns closely with the Early Learning Goals (ELGs) outlined in the Statutory Framework for the Early Years Foundation Stage by fostering key areas of child development through musical activities. We focus on Communication and Language by encouraging children to listen attentively and respond to sounds, enhancing their expressive language through songs and vocal play. The curriculum supports Physical Development as children engage in rhythm-based activities, improving their coordination and motor skills. Personal, Social, and Emotional Development is nurtured through collaborative music-making, promoting confidence, turn-taking, and social interaction. Additionally, through Expressive Arts and Design, we enable children to explore sound, experiment with instruments, and express creativity, laying a strong foundation for imaginative play and artistic growth. In addition, Reception children receive a dedicated term of the Tiny Fingers programme, delivered by Durham Music Hub. This programme provides early exposure to music-making, introducing them to rhythm, melody, and basic instrumental skills through playful, developmentally appropriate activities. This rich experience builds a strong musical foundation and supports all areas of their early learning.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Music curriculum at CLS is inclusive: children with SEND can access the curriculum. Teachers will adapt teaching to meet the individual needs of children with SEND as outlined in their Support Plan or EHCP, in which learning needs and individualised targets are set in conjunction with the SENDCo and parents. Adaptations may include modified or scaffolded tasks, the effective use of resources or appropriate deployment of support staff / teacher time. In addition to these adaptations, our music curriculum also emphasises multisensory learning, which can be particularly beneficial for pupils with SEND. By incorporating visual, auditory, and kinesthetic elements, such as movement-based activities, hands-on instrument exploration, and visual aids, we ensure that learning is accessible through different modes. This allows children to connect with music in ways that suit their unique learning styles. We also encourage peer collaboration, pairing SEND learners with supportive peers during group activities, fostering inclusion and enhancing social interaction. Furthermore, we provide flexibility in performance opportunities, ensuring that children with SEND can participate in concerts, assemblies, and showcases in a way that reflects their abilities and comfort levels, allowing them to shine within the school community.