



Bishop Ellis Catholic Voluntary Academy



Music Intent

At Bishop Ellis Catholic Primary School, we aim to provide a high-quality music curriculum which 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.

Ambition for Music at Bishop Ellis

“My idea is that there is music in the air, music all around us; the world is full of it, and you simply take as much as you require.” – Edward Elgar

Importance of music instruction

- Music is all around us. Whether heard, sung, played, streamed, broadcast, experienced live or accessed through ever more diverse technology, it is a basic, elemental part of our lives. Music is a stimulus to memory, an expression of our deepest emotions, and a way of collaborating with others. We know that the impact of a thrilling musical experience can stay with us for ever. We will aim to build on this understanding of the importance of music, develop children’s excitement for music and encourage them to pursue music further.

Love of the subject

- As educators of Music we should introduce pupils to the delights and disciplines of music, helping them to appreciate and understand the works of the musical giants of the past, while also equipping them with the technical skills and creativity to compose and perform. Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum and it is important that we, as educators, foster a love of learning in music. We aim to ensure that music teaching at Bishop Ellis will 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.

- We hope to develop lifelong musical learning by developing learners who are excited to learn about music, remembering what they have learnt and sharing this with others and building upon this as they get older, inspiring future generations to become musicians, performers and composers.

High expectations

- To be able to speak confidently about what they have learnt in music, to understand the background of musical influences and the canon to which they belong (at an appropriate level for their age)
- Being proud of what they have learnt and be confident to show this through composition and ensemble performance
- To understand key musical terminology and use this appropriately within context, understanding how this links to singing and instrumental performance.

BISHOP ELLIS MUSIC CURRICULUM PLAN

CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Pulse	Voice	Rhythm	Pitch	Technology, structure and form	20 th Century music
KS1	Pulse	KS1 performance - voice	Rhythm	Pitch	Technology, structure and form	20 th Century music
LKS2	Y4/Y3 class: Pulse Y34 class: WCIT ukulele	Y4/Y3 class: Voice Y34 class: WCIT ukulele	Y34 class: Pulse Y3 class: Pitch Y4 class: WCIT ukulele	LKS2 performance Y4 class: WCIT ukulele	Y34 class: Voice Y3 class: WCIT ukulele	Y34 class: Pitch Y4 class: Pitch Y3 class: WCIT ukulele
UKS2	Pulse	Y5 class: Voice Y6 class: WCIT guitar	Y6 class: Voice Y5 class: WCIT Guitar	Y6 class: Rhythm Y5 class: WCIT Guitar	Y5 class: Rhythm	UKS2 performance

CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Pulse	Voice	Rhythm	Pitch	Technology, structure and form	20 th Century music
KS1	Pulse	KS1 performance/voice	Rhythm	Pitch	Technology, structure and form	20 th Century music
LKS2	WCET tuition ukulele RF Rhythm	WCET tuition ukulele RF	WCET tuition ukulele LB Technology, structure and form	WCET tuition ukulele LB Production 20 th Century music LG	WCET tuition ukulele LG Technology, structure and form LB	WCET tuition ukulele LG 20 th Century music RF/LB
UKS2	WCET strings pitch	WCET strings	WCET strings	WCET strings technology form	WCET strings 20 th century music	Y6 Production

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Pulse</p> <p>I can imitate movements in response to music I can keep a steady pulse with some accuracy (eg clapping, marching, tapping) I can explore, respond and identify long and short sounds. I can create a piece of music using long and short sounds. I can comment on my own and other people's performances.</p>	<p>Voice</p> <p>I can sing songs, which contain a small range of notes (2 or 3 notes for example). I can take turns when singing and be a good listener. I can perform actions to accompany songs. Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression</p>	<p>Rhythm</p> <p>I can explore rhythm through play I can create rhythms and suggest symbols to represent rhythms I can keep a steady pulse with some accuracy while playing I can recognise and control changes in tempo I can listen to ideas from others, taking turns</p>	<p>Pitch</p> <p>I can recognise and control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can sing in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds. I can comment on and respond to recordings of my own voice, classroom sounds and musical instruments.</p>	<p>Technology, Structure and Form</p> <p>I can comment and respond to recordings of their own voice and other classroom sounds. I can explore and change sounds and music through play and technology. I can create music and suggest symbols to represent the sounds. I can comment and respond to recordings of their own voice and other classroom sounds.</p>	<p>20th Century Music</p> <p>I can identify and perform features of country music. I can identify and perform features of big band music. I can identify and perform features of beatboxing. I can create and practise a piece of music using features of other genres. I can comment on my own and other people's performances.</p>
WCIT	Boomwhackers/ percussion	Boomwhackers/ percussion				

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Toby and the Great Fire of London	Dogger Changes within living memory	Lost and Found Hot& cold places (Focus)	The Last Tree	Lila and the Secret of the Rain.	Wild.
Unit of work and key concepts.	<p>Pulse</p> <p>I can create, explore, respond and identify long and short sounds. I can follow and create simple musical directions for faster, slower, stopping and starting. I can keep a steady pulse with some accuracy (eg, clapping, marching, tapping and playing instruments) I can comment on my own and other people's performances.</p>	<p>Voice/performance</p> <p>I can sing and perform songs, which contain a small range of notes, with growing confidence and follow performance instructions including starting and stopping with accuracy. I can sing and perform songs, which contain a small range of notes, with growing confidence. I can recognise and represent higher and lower sounds using graphic notation. I can comment on my own performance.</p> <p>Nativity preparation and performance Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression</p>	<p>Rhythm</p> <p>I can demonstrate and explain the difference between rhythm and pulse I can perform the rhythms of song lyrics I can play along to a pulse and maintain a steady tempo I can record rhythms and perform them using a graphic score I can perform as part of a group and play rhythms in time. I can offer positive feedback to others about their performance and I can assess my own playing.</p>	<p>Pitch</p> <p>I can identify and explain the difference between high- and low-pitched sounds. I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when singing and playing instruments I can use graphic notation to record pitch changes I can listen to ideas from others and use them to help improve my work</p>	<p>Technology, structure and form</p> <p>I can demonstrate an understanding of musical structure I can use technology to create and change sounds I can comment and respond to recordings of own and other's compositions</p>	<p>20th Century Music</p> <p>I can identify and perform features of contemporary folk music. I can identify and perform features of experimental music. I can identify and perform features of disco music. I can create and practise a piece of music using features of other genres. I can comment on my own other people's performances.</p>
WCIT – 15/20 mins	HM Boomwhackers/flutes	HM Boomwhackers/flutes	ST Boomwhackers/flutes	ST Boomwhackers/flutes	MP Boomwhackers/flutes	MP Boomwhackers/flutes

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. KS1 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Toby and the Great Fire of London	Dogger Changes within living memory	Lost and Found Hot& cold places (Focus)	The Last Tree	Lila and the Secret of the Rain.	Wild.
Unit of work and key concepts.	<p>Pulse</p> <p>I can create, explore, respond and identify long and short sounds. I can follow and create simple musical directions for faster, slower, stopping and starting. I can keep a steady pulse with some accuracy (eg, clapping, marching, tapping and playing instruments) I can comment on my own and other people's performances.</p>	<p>KS1 performance - voice</p> <p>I can sing and perform songs, which contain a small range of notes, with growing confidence and follow performance instructions including starting and stopping with accuracy. I can sing and perform songs, which contain a small range of notes, with growing confidence. I can recognise and represent higher and lower sounds using graphic notation. I can comment on my own performance.</p> <p>Nativity preparation and performance Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression</p>	<p>Rhythm</p> <p>I can demonstrate and explain the difference between rhythm and pulse I can perform the rhythms of song lyrics I can play along to a pulse and maintain a steady tempo I can record rhythms and perform them using a graphic score I can perform as part of a group and play rhythms in time. I can offer positive feedback to others about their performance and I can assess my own playing.</p>	<p>Pitch</p> <p>I can identify and explain the difference between high- and low-pitched sounds. I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when singing and playing instruments I can use graphic notation to record pitch changes I can listen to ideas from others and use them to help improve my work</p>	<p>Technology, structure and form</p> <p>I can demonstrate an understanding of musical structure I can use technology to create and change sounds I can comment and respond to recordings of own and other's composition.</p>	<p>20th Century Music</p> <p>I can identify and perform features of contemporary folk music. I can identify and perform features of experimental music. I can identify and perform features of disco music. I can create and practise a piece of music using features of other genres. I can comment on my own other people's performances.</p>

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST2
MAIN TEXT	History - "Stone age boy" Satoshi Kitamura 5 weeks Science - "The Street beneath my feet." 3 weeks	Geography- Escape from Pompeii. 4 Weeks History - Julius Caesar by Andrew Matthews (adapted Shakespeare play). 4 weeks	Who Let The Gods Out- Max Evans Greek Myths- Marcia Williams. (Shared Reading Text)	Who Let The Gods Out- Max Evans Falling out of the sky (Poetry Anthology).	Life on the Farm (Charlotte's Web by E.B. White) The Incredible book eating boy- Oliver Jeffers. (Shared reading text)	Band of Angels – Deborah Hopkinson The sound collector by Roger McGough (Poem)
Unit of work and key concepts.	Pulse (Y3 and Y4 class) I can sing and play confidently, maintaining a steady pulse. I can use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rest I can apply word chants to rhythms and link each syllable to a musical note I can maintain a part in a piece consisting of two or more parts I can offer comments about my own and other's work and ways to improve, using musical vocabulary. I can accept feedback and suggestions from others. I can follow and lead simple performance directions and respond to visual and aural clues, demonstrating my understanding of pulse.	Voice (Y3 and Y4 class) I can sing fluently. I can create, use and lead a group with performance instructions (tempo, dynamics, start, stop). I can hear a melody and create a graphic score to represent it. I can evaluate and comment on my own and other's performance.	Pulse (Y34 class) I can sing and play confidently, maintaining a steady pulse. I can use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rest I can apply word chants to rhythms and link each syllable to a musical note I can maintain a part in a piece consisting of two or more parts I can offer comments about my own and other's work and ways to improve, using musical vocabulary. I can accept feedback and suggestions from others. I can follow and lead simple performance directions and respond to visual and aural clues, demonstrating my understanding of pulse. Pitch (Y3 class) I can sing fluently. I can create simple rhythmic patterns, melodies and accompaniments I can aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range I can offer comments about others 'work and accept suggestions about my own work.	PERFORMANCE Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression	Voice (Y34 class) I can sing fluently. I can create, use and lead a group with performance instructions (tempo, dynamics, start, stop). I can hear a melody and create a graphic score to represent it. I can evaluate and comment on my own and other's performance.	Pitch (Y34 and Y4 class) I can sing fluently. I can create simple rhythmic patterns, melodies and accompaniments I can aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range I can offer comments about others 'work and accept suggestions about my own work.
WCIT	Y34 Ukulele	Y34 Ukulele	Y4 Ukulele	Y4 Ukulele	Y3 Ukulele	Y3 Ukulele

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. LKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Giant – Kate Scott	The Buildings that made London- David Long, Josie Shenay	Ancient Egypt- Secrets of the Sun King	The Wind in the Willows by Kenneth Grahame (Penguin Classic and original)	The Promise – Nicola Davies I am the seed that grew the tree – Poetry anthology	Orion and the dark- Emma Yarlett. My Shadow – Robert Louis Stevenson (Poetry)
Unit of work and key concepts.	Rhythm LB/LGo I can listen to and copy rhythmic patterns I can play rhythms confidently while maintaining a consistent pulse I can demonstrate I understand the difference between pulse and rhythm whilst performing songs and playing instruments. I can take part in a performance, follow musical signals and maintain a strong sense of pulse I can offer comments about others 'work and accept suggestions about my own work		Technology, form and structure. RF/LGo I can listen to and use features of music from other traditions, genres and times I can recognise and use basic musical structure I can use technology to create, change and combine sounds. I can offer comments about my own and others' work and offer ways to improve	20th Century Music RF/LGo I can identify and perform features of House music. I can identify and perform features of Reggae music. I can identify and perform features of Rock and Roll music. I can create and practise a piece of music using features of different genres. I can comment on my own and other people's performances.	Rhythm RF I can listen to and copy rhythmic patterns I can play rhythms confidently while maintaining a consistent pulse I can demonstrate I understand the difference between pulse and rhythm whilst performing songs and playing instruments. I can take part in a performance, follow musical signals and maintain a strong sense of pulse I can offer comments about others 'work and accept suggestions about my own work Technology, form and structure LB I can listen to and use features of music from other traditions, genres and times I can recognise and use basic musical structure I can use technology to create, change and combine sounds.	20th Century Music LB I can identify and perform features of House music. I can identify and perform features of Reggae music. I can identify and perform features of Rock and Roll music. I can create and practise a piece of music using features of different genres. I can comment on my own and other people's performances.
	Ukulele RF	Ukulele RF	Ukulele LB	Ukulele LB	Ukulele KB/LGo	Ukulele KB/LGo

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Kensuke's Kingdom (5 weeks)	Pig Heart Boy (5 weeks) Polar Express (5 weeks)	Tale from Arabian Nights	Holes	The Man Who walked between 2 Towers- Mordecai Gerstein (+ poetry The Lost Words)	Macbeth
Unit of work and key concepts.	<p>Pulse</p> <p>I can maintain a strong sense of pulse throughout pieces. I can create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation. I can maintain an independent part in a group when playing. I can offer comments about my own and others' work and suggest ways to improve, using appropriate musical vocabulary. I can read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves.</p>	<p>Voice</p> <p>I can sing and maintain an independent part. I can experiment and perform sounds made by my voice. I can follow and perform a vocal piece using a graphic / notated score. I can comment on my own and other people's performances.</p>	<p>Rhythm (Y6 class)</p> <p>I can use a variety of timbres and techniques when creating and playing music I can confidently maintain an independent part when playing an instrument in a small group I can use and respond to basic musical symbols including Western notation I can critique my own and others' work and justify any comments given.</p>		<p>Rhythm (Y5 class)</p> <p>I can use a variety of timbres and techniques when creating and playing music I can confidently maintain an independent part when playing an instrument in a small group I can use and respond to basic musical symbols including Western notation I can critique my own and others' work and justify any comments given.</p>	<p>PRODUCTION</p> <p>Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression</p>
WCIT		WCIT Guitar Y6	WCIT Guitar Y5	WCIT Guitar Y5		

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Jamie Drake Equation	War Horse Beowulf	The Silver Sword + WW2 poetry	The Nowhere Emporium – Ross McKenzie	The Tempest (including The Lighthouse)	Treason- Berlie Doherty
Unit of work and key concepts.	<p>Pitch Y5, NB I can demonstrate increasing confidence in rehearsal and performance and use my developing skills to communicate a higher level of musical expression. I can begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies. I can begin to use a variety of musical devices and techniques when creating and making music and can demonstrate awareness of timbre and texture in my work. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition.</p>	<p>Technology, structure and form NB I can use and identify key features of basic musical structure I can use voice, sounds, technology and instruments in creative ways I can comment and respond to recordings of my own and other's compositions</p>	<p>20th Century Music Y5 I can identify and perform features of Jazz music. I can identify and perform features of Expressionism. I can identify and perform features of Film music. I can create and practise a piece of music using features of different genres. I can comment on my own and other people's performances.</p> <p>Pitch SF I can demonstrate increasing confidence in rehearsal and performance and use my developing skills to communicate a higher level of musical expression. I can begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p>	<p>Technology, structure and form Y5, SF I can use and identify key features of basic musical structure I can use voice, sounds, technology and instruments in creative ways I can comment and respond to recordings of my own and other's compositions</p>	<p>20th Century Music NB, SF I can identify and perform features of Jazz music. I can identify and perform features of Expressionism. I can identify and perform features of Film music. I can create and practise a piece of music using features of different genres. I can comment on my own and other people's performances.</p>	<p>PRODUCTION Singing in harmony Sing in 3 part rounds Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression.</p>

BISHOP ELLIS MUSIC CURRICULUM PLAN

	<p>I can critique my own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.</p>		<p>I can begin to use a variety of musical devices and techniques when creating and making music and can demonstrate awareness of timbre and texture in my work.</p> <p>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition.</p> <p>I can critique my own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.</p>			
	<p>Viola, Violin, Cello SF</p>		<p>Viola, Violin, Cello NB</p>		<p>Viola, Violin, Cello Y5</p>	