



# 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 2025-26

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception JB	Pulse	Voice and Nativity production	Rhythm	Pitch	Technology, structure and form	20 <sup>th</sup> Century music
Year 1 ST	Pulse	Voice and Production	Rhythm	Pitch	Technology, structure and form	20 <sup>th</sup> Century music
Year 2 HJ	Pulse	Voice and Production	Rhythm Recorders- TBC	Pitch Recorders-TBC	Technology, structure and form	20 <sup>th</sup> Century music
Year 3	Pulse	Voice		Y3/4/5 Production	Pitch	
Year 4				Y3/4/5 Production		
Year 4/5 RF	Pulse (y4)	Technology, structure and form (y4)		Y3/4/5 Production	20 <sup>th</sup> century music (y4)	
Year 5/6 LB	Voice	Rhythm		Y3/4/5 Production	Pitch	Y6 Production
Year 5/6 SF				Y3/4/5 Production		Y6 Production

## CYCLE B 2026-27

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Pulse	Voice and Nativity production	Rhythm	Pitch	Technology, structure and form	20 <sup>th</sup> Century music
Year 1	Pulse	Voice and Production	Rhythm	Pitch	Technology, structure and form	20 <sup>th</sup> Century music
Year 2	Pulse	Voice and Production	Rhythm	Pitch	Technology, structure and form	20 <sup>th</sup> Century music
Year 3	WCET: Ukulele	WCET: Ukulele	Rhythm	Y3/4/5 Production	Technology, structure and form/production	20 <sup>th</sup> century music
Year 4	Rhythm	Technology, structure and form	Guitar	Y3/4/5 Production	Guitar	20 <sup>th</sup> century music
Year 5/6	Pulse	Technology structure and form	20 <sup>th</sup> century music	Y3/4/5 Production	Guitar	Guitar
Year 5/6	Pulse	Technology, structure and form	Guitar	Y3/4/5 Production Y6 Technology, structure and form	20 <sup>th</sup> century music	Y6 Production Y5 Technology, structure and form
Year 5/6	Guitar	Guitar	Pulse	Y3/4/5 Production Y6 Technology, structure and form	20 <sup>th</sup> century music	Y6 Production Y5 Technology, structure and form

# BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
UNIT OF WORK and KEY CONCEPTS	<p>Pulse</p> <p>I can imitate movements in response to music</p> <p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p> <p>I can explore, respond and identify long and short sounds.</p> <p>I can create a piece of music using long and short sounds.</p> <p>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).</p> <p>I can take turns when singing and be a good listener.</p> <p>I can perform actions to accompany songs.</p> <p>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</p> <p>I can create rhythms and suggest symbols to represent rhythms</p> <p>I can keep a steady pulse with some accuracy while playing</p> <p>I can recognise and control changes in tempo</p> <p>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.</p> <p>I can sing in tune with a limited pitch range.</p> <p>I can create music, and suggest symbols to represent sounds.</p> <p>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.</p> <p>I can explore and change sounds and music through play and technology.</p> <p>I can create music and suggest symbols to represent the sounds.</p> <p>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.</p> <p>I can identify and perform features of big band music.</p> <p>I can identify and perform features of beatboxing.</p> <p>I can create and practise a piece of music using features of other genres.</p> <p>I can comment on my own and other people's performances.</p>

# BISHOP ELLIS MUSIC CURRICULUM PLAN

## YEAR GROUP - KS1 (Cycle A and B)

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	<p>Pulse</p> <p>I can create, explore, respond and identify long and short sounds.</p> <p>I can follow and create simple musical directions for faster, slower, stopping and starting.</p> <p>I can keep a steady pulse with some accuracy (eg, clapping, marching, tapping and playing instruments)</p> <p>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.</p> <p>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.</p> <p>I can comment on my own performance.</p> <p>Nativity preparation and performance</p> <p>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</p> <p>I can perform the rhythms of song lyrics</p> <p>I can play along to a pulse and maintain a steady tempo</p> <p>I can record rhythms and perform them using a graphic score</p> <p>I can perform as part of a group and play rhythms in time.</p> <p>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.</p> <p>I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when singing and playing instruments</p> <p>I can use graphic notation to record pitch changes</p> <p>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</p> <p>I can use technology to create and change sounds</p> <p>I can comment and respond to recordings of own and other's compositions</p>	<p>20<sup>th</sup> Century Music</p> <p>I can identify and perform features of contemporary folk music.</p> <p>I can identify and perform features of experimental music.</p> <p>I can identify and perform features of disco music.</p> <p>I can create and practise a piece of music using features of other genres.</p> <p>I can comment on my own other people's performances.</p>

# BISHOP ELLIS MUSIC CURRICULUM PLAN

## YEAR GROUP. Y3, 4 and 4/5 5/6 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST2
Unit of work and key concepts.	<p>Pulse <b>Y4, Y4/5 &amp; Y5/6</b></p> <p>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.</p>	<p>Voice <b>Y4, Y4/5</b></p> <p>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.</p> <p>Rhythm <b>Y5/6</b></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>Pulse <b>Y3</b></p> <p>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.</p> <p>Pitch <b>Y4/5</b></p> <p>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.</p> <p>Voice <b>Y5/6</b></p> <p>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.</p>	<p>PERFORMANCE -Year <b>3, 4 &amp; 5</b></p> <p>Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression</p> <p>Rhythm <b>Y5/6</b></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>Voice <b>Y3</b></p> <p>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.</p> <p>Pitch <b>Y5/6</b></p> <p>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.</p>	<p>Pitch <b>Y3 &amp; Y4</b></p> <p>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.</p>

# BISHOP ELLIS MUSIC CURRICULUM PLAN

			I can evaluate and comment on my own and other's performance.			
WCIT	Y3 Ukulele	Y3 Ukulele	Y4 Guitar	Y4 Guitar	Y45 Guitar	Y45 Guitar

# BISHOP ELLIS MUSIC CURRICULUM PLAN

## YEAR GROUP. Year 3, 4 and 4/5 5/6 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	<p>Rhythm (Y34) 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</p> <p>Pulse (Y45)  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</p>	<p>Technology, form and structure. (Y34 and Y45) 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</p>	<p>20th Century Music (Y45) 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.</p> <p>Rhythm (Y3) 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</p>	<p>Technology, form and structure. (Y3) 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</p>		<p>20th Century Music (Y3 and 34) 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.</p>



# BISHOP ELLIS MUSIC CURRICULUM PLAN

	respond to visual and aural clues, demonstrating my understanding of pulse.					
<b>WCIT</b>	<b>Ukulele Y3</b>	<b>Ukulele Y3</b>	<b>Ukulele Y34</b>	<b>Ukulele Y34</b>	<b>Ukulele Y45</b>	<b>Ukulele Y45</b>

# BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP: Year 5 and Year 6 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	<p>Voice (Y5)</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 (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>Voice (Y6)</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>PRODUCTION (Y345)</p> <p>Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression</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>Pitch (Y5 and Y6)</p> <p>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 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. I can critique my own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.</p>	<p>PRODUCTION (Y6)</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 Y6	WCIT Ukulele Y5	WCIT Ukulele Y5		

BISHOP ELLIS MUSIC CURRICULUM PLAN

YEAR GROUP. UKS2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Unit of work and key concepts.	<p>Pulse (Y5)</p> <p>I can maintain a strong sense of pulse throughout pieces.</p> <p>I can create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation.</p> <p>I can maintain an independent part in a group when playing.</p> <p>I can offer comments about my own and others' work and suggest ways to improve, using appropriate musical vocabulary.</p> <p>I can read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves.</p>	<p>Technology, structure and form (Y5)</p> <p>I can use and identify key features of basic musical structure</p> <p>I can use voice, sounds, technology and instruments in creative ways</p> <p>I can comment and respond to recordings of my own and other's compositions</p>	<p>Pulse (Y6)</p> <p>I can maintain a strong sense of pulse throughout pieces.</p> <p>I can create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation.</p> <p>I can maintain an independent part in a group when playing.</p> <p>I can offer comments about my own and others' work and suggest ways to improve, using appropriate musical vocabulary.</p> <p>I can read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves.</p>	<p>Technology, structure and form (Y6)</p> <p>I can use and identify key features of basic musical structure</p> <p>I can use voice, sounds, technology and instruments in creative ways</p> <p>I can comment and respond to recordings of my own and other's compositions</p> <p>PRODUCTION (Y345)</p> <p>Singing in harmony</p> <p>Sing in 3 part rounds</p> <p>Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression.</p>	<p>20th Century Music (Y5 and Y6)</p> <p>I can identify and perform features of Jazz music.</p> <p>I can identify and perform features of Expressionism.</p> <p>I can identify and perform features of Film music.</p> <p>I can create and practise a piece of music using features of different genres.</p> <p>I can comment on my own and other people's performances.</p>	<p>PRODUCTION (Y6)</p> <p>Singing in harmony</p> <p>Sing in 3 part rounds</p> <p>Play and perform in solo and ensemble contexts, using voices with increasing fluency, control and expression.</p>
WCIT	WCIT Y6 Guitar		WCIT Y5 Ukulele			