

Music at Springfield

Our vision

At Springfield, we understand that music is a universal language with creativity at its core. Our high quality music curriculum aims to engage and inspire pupils to develop both a love of music and their skills as musicians. We provide children with a range of opportunities to cultivate their cultural understanding and develop their musical competencies, such as appreciating and understanding a wide range of music from different traditions. As our pupils progress through our curriculum, we also teach them to engage critically with music, allowing them to compose, and to listen with discrimination to music drawn from different traditions and from great composers and musicians. By the time our children leave Springfield, they have been equipped with this knowledge and understanding as well as having an appreciation of a breadth of musical forms.

We know that by providing regular opportunities to actively engage with music we can increase our children's self-confidence, creativity and sense of achievement. There is a clear link between music and wellbeing and we value the power sharing music can have on our mood and our feelings.

How we plan for and teach music

Across the school, we follow the Kapow music scheme. The Kapow Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and high-quality resources to support every lesson. Kapow supports all the requirements of the National Curriculum for Music.

In the Early Years (EYFS), music and movement is part of every-day learning. The children are taught new songs and dances linked to the topics they are learning by their class teachers. During their time in Nursery and Reception, our children build a repertoire of familiar songs and ways of dancing. Additionally, the children are encouraged to explore a range of percussion instruments, both with an adult and independently.

As the children progress into Key Stage 1 and throughout Key Stage 2, each class has a weekly music lesson.

At our school we are committed to providing a range of musical experiences for our pupils, alongside the music curriculum. We have developed strong links with the Apollo Music Project, which brings live classical music to our children. During the project, our children experience the magic of live performance from classroom to a concert hall, culminating in the thrilling spectacle of a full orchestra in concert.

How we evaluate learning in music

Class teachers regularly assess children's progress in music. This takes place through watching and listening to children's performances, evaluating their ability to use technical vocabulary precisely in the correct context and reviewing children's written and recorded responses.

Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to analyse their performances to draw out areas of strength and next steps.

Year 1: Music Curriculum Map

Unit	Pulse and Rhythm: All About Me	Classical Music, Dynamics and Tempo: Animals	Musical Vocabulary: Under the sea	Timbre and Rhythmic Patterns: Fairy Tales	Pitch and Tempo: Superheroes	Vocab and Body Sounds: By the Sea
Big Idea	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments.	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.	Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.
Children will learn	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure.	Singing short songs from memory, adding simple dynamics. Playing instruments expressively. Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story.	Responding to the pulse and tempo of music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth. Layering instrumental sounds in response to an image. Using musical vocabulary when describing how to create effects in music.	Performing short chants from memory, with expression. Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood.	Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Experimenting with tempo and pitch using tuned and untuned instruments.	Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.

Year 2: Music Curriculum Map

Unit	African call and response song: Animals	Orchestral instruments: Traditional stories	Musical me: Singing and playing a song	Dynamics, timbre, tempo and motifs: Space	On this island: British songs and sounds	Myths and legends
Big Idea	Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.	Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody	Inspired by The Planets by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space.	Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.	Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song
Children will learn	Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Creating short sequences of sound on a given idea.	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character.	Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Choosing appropriate dynamics and timbre for a piece of music.	Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.	Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.

Year 3: Music Curriculum Map

Unit	Ballads	Creating compositions in response to an animation: Mountains	Developing singing techniques and keeping in time: The vikings	Pentatonic melodies and composition: Chinese New Year	Jazz	Traditional instruments and improvisation: Around the world: India
Big Idea	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.	Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style
Children will learn	Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad.	Performing a soundscape accurately, fluently and expressively. Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative.	Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.	Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition.	Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.	Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music . Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.

Year 4: Music Curriculum Map

Unit	Body and tuned percussion: Rainforests	Rock and roll	Changes in pitch, tempo and dynamics: Rivers	Haiku, music and performance: Hanami	Samba & carnival sounds and instruments: South America	Adapting and transposing motifs: Romans
Big Idea	Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer	Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.	Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.	Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms.	Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.
Children will learn	Accurately performing a composition as part of a group. Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms. Creating a melody loop on tuned percussion	forming a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.	Singing in two parts with expression and dynamics. Performing a vocal ostinato as part of a layered ensemble. Using musical vocabulary to describe the detailed features of a piece of music. Suggesting improvements to their own and others' work. Creating a rhythmic ostinato.	Exploring timbre using their voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music. Creating and performing a group composition within a given structure using both melodic and rhythmic instruments.	Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music.	Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating a motif-based composition and notating this using roman mosaic artwork.

Year 5: Music Curriculum Map

Unit	Composing notation: Egyptians	Blues	South and West Africa	Composition to represent the festival of colour: Holi	Looping and remixing: Dance music	Musical theatre
Big Idea	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).	Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.	Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well-known song before putting a dance music spin to it.	Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.
Children will learn	Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using hieroglyphs.	Performing the blues scale on a tuned percussion instrument. Hearing when songs play the 12 bar blues. Improvising a blues performance. Understanding how this genre of music came to be.	Singing a traditional African song unaccompanied. Playing a chord progression on tuned percussion. Recognising the stylistic features of south and west African music. Composing an eight beat rhythmic break. Learning how music evolved in different traditions	Participating in a class performance. Representing a known piece of music using a graphic score. Creating vocal compositions based on a picture and a colour.	ying their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song.	Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.

Year 6: Music Curriculum Map

Unit	Advanced rhythms	Dynamics, pitch and texture: Coast - Fingal's Cave by Mendelssohn	Songs of World War 2	Film music	Transposition: Pop art	Composing and performing a leavers' song
Big Idea	Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own.	Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.	Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.	Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips.	Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.	Listening to and critiquing songs reflective of new beginnings. Creating their own leavers' song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.
Children will learn	Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse. Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary. Improvising and composing rhythms using the Kodaly Method. Using knowledge of rhythm to compose a simple rhythm.	Following a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch. Appraising the work of a classical composer. Characterising music using language. Notating ideas to create a wave composition using dynamics, pitch and texture.	Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2	Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme.	Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.	Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.