Foljambe Primary School Music Development Plan Summary 2026-27

DATE: September 2026
OWNED BY: Primary Music Co-Ordinator

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1. Overview

Below is an overview that outlines key information regarding music at Foljambe Primary School.

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Sarah Gibbons;
Name of school leadership team member with responsibility for music (if different)	Sarah Bingham, Sarah Gibbons
Name of local music hub	Rotherham Music Hub

2. Part A: Curriculum Music

This section is about what we teach in lesson time, how much time is spent teaching music, and any music qualifications or awards that pupils can achieve. An overview of the music curriculum for each year group is available on the Foljambe Primary School website.

At Foljambe Primary, the music curriculum is underpinned by the Development Matters Framework (2023) National Curriculum and incorporates elements from the Model Music Curriculum (March 2021). We aim to ensure our music curriculum is designed to sequence learning, through the progression of skills and knowledge, and embed the key skills that are required to develop their interest in the 3 pillars of the music curriculum: technical, constructive, expressive. Whilst the majority of pupils are taught in single year groups, pupils in key stage one are taught in mixed-year group classes. This is done through a two-year planning cycle which is designed to 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. It develops an awareness of different genres and cultures and enables students to work independently or as part of a group. Musical knowledge, understanding and skills provide the frameworks and approaches that explain how music has developed over time. We aim to ensure that pupils develop a competence in reading musical notation and using this whilst developing a competence with key instruments. Each phase focuses on a particular instrument and students have the opportunity to progress to the next level of musical excellence.

Within the music curriculum, whole-class instrumental and singing lessons, ensembles and music events, and broadening horizons are woven throughout.

The curriculum is cohesive, details the three pillars of the musical curriculum (technical, constructive, expressive) in design, and builds on prior learning. It is also designed and implemented to inspire a love of learning, self-belief, and aspiration with the WPT 4 key intentions at the forefront: the removal of barriers to learning, developing skills for learning, fostering personal attributes and enriching student experiences and broadening their horizons.
The music curriculum gives students opportunities to:

- Develop self-confidence through performance, both through lessons and extra-curricular participation
- Encourage creativity through composition skills
- Understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives
- Encourage personal development through ensemble performances and group compositions
- Understand how music can support the development of life skills, such as confidence, self-awareness, resilience, and discipline, and provide a holistic experience that they can take beyond their musical studies

- Develop their cross-curricular skills of problem-solving, perseverance, diligence, teamwork, time management, organisation, responsibility, and cultural history
- Gain a sense of achievement through performance.

Curriculum Overview

Foundation Stage (Cycle A)

LONG TERM PLAN - EARLY YEARS FOUNDATION STAGE - MUSIC					
AUTUMN 1 - UNIT 1	AUTUMN 2 - UNIT 2	SPRING 1 - UNIT 3	SPRING 2 - UNIT 4	SUMMER 1 - UNIT 5	SUMMER 2 - UNIT 6
AUTUMN SOUNDS	**CELEBRATIONS**	**TRANSPORT**	**HANDA'S SURPRISE**	**AIR**	**SEASIDE**
Musical learning focus	**Musical learning focus**	**Musical learning focus**	**Musical learning focus**	**Musical learning focus**	**Musical learning focus**
Listen carefully to the sounds of autumn before recreating them using untuned percussion instruments; learn to sing autumn-themed songs to well-known tunes and practise playing instruments along to the pulse; listen to 'Autumn' by Antonio Vivaldi, identifying instruments and responding to what they hear with movement and mark making.	To learn about music from different cultures; responding to music with movement; to name instruments from different cultures; to take part in traditional call and response songs; to use actions to accompany traditional christmas songs.	Children learn about tempo through the context of transport. They listen to music with contrasting tempi and respond with physical movements. They continue to work on their control when playing instruments, learning to play 'fast' and 'slow'. They learn to follow signals from a conductor, knowing when to play and when to stop. The children learn a range of transport-themed rhymes and songs and explore simple beat charts and graphic scores.	To explore music of African through Handa's Surprise; to identify tone/timbre of african instruments; to tap/clap rhythms of words an maintain a pulse; to compose music by selecting and combining sounds with support.	To build a knowledge of interrelated foundations of music through composition; to listen and trace the pitch of a melody; create musical sounds in response to stimuli; notate sounds through mark making; understand how music is performed at different tempos; understand what a Rondo is and work on a class composition within the structure; Listen with concentration to contemporary music and understand how the inter-related dimensions of music portray the mood of the music; perform entire songs.	Listen to pieces of music that are inspired by the sea and think about how the music represents the sea; listen attentively and begin to identify the musical instruments that they can hear; explore how to play classroom percussion instruments in different ways to create different effects and compose verses for a class song about visiting the seaside; work in small groups to compose a 'seaside symphony', choosing instruments to represent different sounds of the seaside; have the opportunity to try out different roles in their group, including musicians and a conductor.
Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
OBJECTIVES					
Hearing and Listening	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**
I can listen with interest to different kinds of music and notice when the tempo or loudness changes. I can stop and pay attention when I hear a familiar song or rhyme. I can identify loud and quiet sounds in my environment or in music. I can respond when I hear something new or surprising in a song. I can follow simple instructions about sounds, like "clap when you hear the drum.	I can listen with interest to different kinds of music and notice when the tempo or loudness changes. I can stop and pay attention when I hear a familiar song or rhyme.	I can listen with interest to different kinds of music and notice when the tempo or loudness changes. I can stop and pay attention when I hear a familiar song or rhyme. I can identify loud and quiet sounds in my environment or in music. I can respond when I hear something new or surprising in a song. I can follow simple instructions about sounds, like "clap when you hear the drum.	I can listen with interest to different kinds of music and notice when the tempo or loudness changes. I can follow simple instructions about sounds, like "clap when you hear the drum.	I can listen with interest to different kinds of music and notice when the tempo or loudness changes. I can identify loud and quiet sounds in my environment or in music. I can follow simple instructions about sounds, like "clap when you hear the drum.	I can listen with interest to different kinds of music and notice when the tempo or loudness changes. I can stop and pay attention when I hear a familiar song or rhyme. I can identify loud and quiet sounds in my environment or in music. I can respond when I hear something new or surprising in a song. I can follow simple instructions about sounds, like "clap when you hear the drum.

FOUND						
	Moving and Dancing:	**Moving and Dancing:**	**Moving and Dancing:**	**Moving and Dancing:**	**Moving and Dancing:**	**Moving and Dancing:**
	I can move my body to the rhythm of music (e.g. hop, march, sway). I can change how I move when the music becomes faster or slower. I can mirror simple dance moves or actions I see others doing. I can stop or slow down when the music stops or becomes quieter.	I can move my body to the rhythm of music (e.g. hop, march, sway). I can change how I move when the music becomes faster or slower. I can mirror simple dance moves or actions I see others doing. I can use gestures or actions to match lyrics in songs or rhymes.	I can use gestures or actions to match lyrics in songs or rhymes. I can stop or slow down when the music stops or becomes quieter.	I can change how I move when the music becomes faster or slower. I can use gestures or actions to match lyrics in songs or rhymes. I can stop or slow down when the music stops or becomes quieter.	I can move my body to the rhythm of music (e.g. hop, march, sway). I can change how I move when the music becomes faster or slower. I can mirror simple dance moves or actions I see others doing. I can use gestures or actions to match lyrics in songs or rhymes. I can stop or slow down when the music stops or becomes quieter.	I can move my body to the rhythm of music (e.g. hop, march, sway). I can change how I move when the music becomes faster or slower. I can use gestures or actions to match lyrics in songs or rhymes.
	Vocalising and Singing:	**Vocalising and Singing:**	**Vocalising and Singing:**	**Vocalising and Singing:**	**Vocalising and Singing:**	**Vocalising and Singing:**
	I can sing simple familiar songs and rhymes from memory. I can attempt to match pitch when someone else is singing (try to sing high or low). I can join in singing parts of songs when I know them.	I can sing simple familiar songs and rhymes from memory. I can attempt to match pitch when someone else is singing (try to sing high or low). I can use my voice in different ways—quiet, loud, high, low—to show feelings or for fun. I can join in singing parts of songs when I know them.	I can sing simple familiar songs and rhymes from memory. I can attempt to match pitch when someone else is singing (try to sing high or low). I can use my voice in different ways—quiet, loud, high, low—to show feelings or for fun. I can join in singing parts of songs when I know them. I can make up my own short song or vocal tune.	I can sing simple familiar songs and rhymes from memory.	I can sing simple familiar songs and rhymes from memory. I can attempt to match pitch when someone else is singing (try to sing high or low). I can use my voice in different ways—quiet, loud, high, low—to show feelings or for fun. I can join in singing parts of songs when I know them. I can make up my own short song or vocal tune.	I can sing simple familiar songs and rhymes from memory. I can attempt to match pitch when someone else is singing (try to sing high or low). I can join in singing parts of songs when I know them.
	Exploring and Playing:	**Exploring and Playing:**	**Exploring and Playing:**	**Exploring and Playing:**	**Exploring and Playing:**	**Exploring and Playing:**
	I can choose instruments / sound-makers and explore what sounds they make (shake, tap, hit). I can try out different ways of playing (softly, loudly) to see how the sound changes.	I can try out different ways of playing (softly, loudly) to see how the sound changes. I can repeat a rhythm pattern that someone else makes (imitate simple patterns).	I can choose instruments / sound-makers and explore what sounds they make (shake, tap, hit). I can try out different ways of playing (softly, loudly) to see how the sound changes. I can combine two sounds (e.g. drum + shaker) to make something new. I can use sound and music in my own play, for example adding music to pretend play. I can repeat a rhythm pattern that someone else makes (imitate simple patterns)	I can try out different ways of playing (softly, loudly) to see how the sound changes. I can use sound and music in my own play, for example adding music to pretend play. I can repeat a rhythm pattern that someone else makes (imitate simple patterns).	I can choose instruments / sound-makers and explore what sounds they make (shake, tap, hit). I can try out different ways of playing (softly, loudly) to see how the sound changes. I can combine two sounds (e.g. drum + shaker) to make something new. I can repeat a rhythm pattern that someone else makes (imitate simple patterns).	I can choose instruments / sound-makers and explore what sounds they make (shake, tap, hit). I can try out different ways of playing (softly, loudly) to see how the sound changes. I can repeat a rhythm pattern that someone else makes (imitate simple patterns).

Foundation (Cycle B)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	EXPLORING SOUNDS	**LIGHT AND DARK**	**MUSIC & MOVEMENT**	**MUSICAL STORIES**	**ANIMAL RHYTHMS**	**PITCH**
	Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
	Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Explore dynamics, first by responding physically to contrasts of loud and soft; explore how to use their voices in different ways before combining vocal sounds and body percussion to represent a fireworks display; develop their control when playing instruments, learning how to play loudly	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Use their voices expressively and creatively by singing songs as part of a musical story.	Understand the difference between pulse and rhythm, internalise pulse and begin to read and write simple notation. Rhythm cards can be used to support and extend material provided.	Develop understanding of pitch through auditory discrimination- learning to recognise small and large changes in pitch, being able to use the voice to follow a melody and to have the experience of using some simple tuned percussion instruments to accompany singing
	Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
	OBJECTIVES					
FOUNDATION 2	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**	**Hearing and Listening**
	I can listen carefully to longer pieces of music and talk about what I heard (loud/quiet, fast/slow, instruments). I can anticipate changes in music (for example, knowing when a chorus will come or when song slows down). I can distinguish different instruments in a song by ear.	I can listen carefully to longer pieces of music and talk about what I heard (loud/quiet, fast/slow, instruments). I can anticipate changes in music (for example, knowing when a chorus will come or when song slows down). I can compare two pieces of music and say which I prefer and why. I can distinguish different instruments in a song by ear. I can follow more complex instructions involving sounds (e.g. "when the xylophone plays, jump; when the drum plays, clap").	I can listen carefully to longer pieces of music and talk about what I heard (loud/quiet, fast/slow, instruments). I can anticipate changes in music (for example, knowing when a chorus will come or when song slows down). I can follow more complex instructions involving sounds (e.g. "when the xylophone plays, jump; when the drum plays, clap").	I can listen carefully to longer pieces of music and talk about what I heard (loud/quiet, fast/slow, instruments). I can anticipate changes in music (for example, knowing when a chorus will come or when song slows down). I can compare two pieces of music and say which I prefer and why. I can distinguish different instruments in a song by ear. I can follow more complex instructions involving sounds (e.g. "when the xylophone plays, jump; when the drum plays, clap").	I can listen carefully to longer pieces of music and talk about what I heard (loud/quiet, fast/slow, instruments). I can anticipate changes in music (for example, knowing when a chorus will come or when song slows down).	I can listen carefully to longer pieces of music and talk about what I heard (loud/quiet, fast/slow, instruments). I can compare two pieces of music and say which I prefer and why. I can distinguish different instruments in a song by ear.
	Moving and Dancing:	**Moving and Dancing:**	**Moving and Dancing:**	**Moving and Dancing:**	**Moving and Dancing:**	**Moving and Dancing:**
	I can respond to changes in music (tempo, rhythm, dynamics) by adjusting how I move (bigger/smaller, faster/slower).	I can move in time with the beat, keeping pace when music is fast or slow. I can respond to changes in music (tempo, rhythm, dynamics) by adjusting how I move (bigger/smaller, faster/slower). I can learn and repeat dance sequences or series of actions linked to music. I can express meaning or feelings through dance (e.g. gentle movements for calm music, energetic for lively). I can collaborate with others to move together in a dance, matching or taking turns.	I can move in time with the beat, keeping pace when music is fast or slow. I can respond to changes in music (tempo, rhythm, dynamics) by adjusting how I move (bigger/smaller, faster/slower). I can learn and repeat dance sequences or series of actions linked to music. I can express meaning or feelings through dance (e.g. gentle movements for calm music, energetic for lively). I can collaborate with others to move together in a dance, matching or taking turns.	I can move in time with the beat, keeping pace when music is fast or slow. I can respond to changes in music (tempo, rhythm, dynamics) by adjusting how I move (bigger/smaller, faster/slower). I can learn and repeat dance sequences or series of actions linked to music.	I can move in time with the beat, keeping pace when music is fast or slow. I can respond to changes in music (tempo, rhythm, dynamics) by adjusting how I move (bigger/smaller, faster/slower).	I can respond to changes in music (tempo, rhythm, dynamics) by adjusting how I move (bigger/smaller, faster/slower). I can learn and repeat dance sequences or series of actions linked to music.
	Vocalising and Singing:	**Vocalising and Singing:**	**Vocalising and Singing:**	**Vocalising and Singing:**	**Vocalising and Singing:**	**Vocalising and Singing:**
	I can sing a wide range of songs, rhymes and chants with others, staying mostly in tune. I can match the pitch of simple melodies and maintain a melody line. I can vary my singing voice (volume, pace) to express mood or meaning in the song.	I can sing a wide range of songs, rhymes and chants with others, staying mostly in tune. I can match the pitch of simple melodies and maintain a melody line. I can vary my singing voice (volume, pace) to express mood or meaning in the song. I can sing individually or in a group and respond to others' singing (e.g. start together, stop together).	I can sing a wide range of songs, rhymes and chants with others, staying mostly in tune. I can match the pitch of simple melodies and maintain a melody line. I can vary my singing voice (volume, pace) to express mood or meaning in the song. I can sing individually or in a group and respond to others' singing (e.g. start together, stop together). I can improvise lyrics or add my own verse or variation to a song I know.	I can sing a wide range of songs, rhymes and chants with others, staying mostly in tune. I can match the pitch of simple melodies and maintain a melody line. I can vary my singing voice (volume, pace) to express mood or meaning in the song. I can sing individually or in a group and respond to others' singing (e.g. start together, stop together). I can improvise lyrics or add my own verse or variation to a song I know.	I can sing a wide range of songs, rhymes and chants with others, staying mostly in tune. I can match the pitch of simple melodies and maintain a melody line. I can vary my singing voice (volume, pace) to express mood or meaning in the song. I can sing individually or in a group and respond to others' singing (e.g. start together, stop together). I can improvise lyrics or add my own verse or variation to a song I know.	I can sing a wide range of songs, rhymes and chants with others, staying mostly in tune. I can match the pitch of simple melodies and maintain a melody line. I can vary my singing voice (volume, pace) to express mood or meaning in the song. I can sing individually or in a group and respond to others' singing (e.g. start together, stop together).

	Exploring and Playing:	**Exploring and Playing:**	**Exploring and Playing:**	**Exploring and Playing:**	**Exploring and Playing:**	**Exploring and Playing:**
	I can select and play instruments or sound resources with increasing control to create intended effects. I can explore and describe how sounds are made (what happens when I shake, scrape, blow, hit). I can combine sounds, rhythms or instruments to compose a short piece or pattern. I can use materials or objects creatively to produce sound/music, including non-traditional instruments.	I can improvise and vary musical patterns (e.g. make a pattern louder/quieter, faster/slower) and experiment with what sounds good.	I can use materials or objects creatively to produce sound/music, including non-traditional instruments. I can improvise and vary musical patterns (e.g. make a pattern louder/quieter, faster/slower) and experiment with what sounds good.	I can select and play instruments or sound resources with increasing control to create intended effects. I can explore and describe how sounds are made (what happens when I shake, scrape, blow, hit). I can combine sounds, rhythms or instruments to compose a short piece or pattern. I can use materials or objects creatively to produce sound/music, including non-traditional instruments. I can improvise and vary musical patterns (e.g. make a pattern louder/quieter, faster/slower) and experiment with what sounds good.	I can select and play instruments or sound resources with increasing control to create intended effects. I can combine sounds, rhythms or instruments to compose a short piece or pattern. I can improvise and vary musical patterns (e.g. make a pattern louder/quieter, faster/slower) and experiment with what sounds good.	I can improvise and vary musical patterns (e.g. make a pattern louder/quieter, faster/slower) and experiment with what sounds good.

Year 1

	LONG TERM PLAN - KEY STAGE ONE - MUSIC			
	AUTUMN 1	AUTUMN 2	SPRING TERM	SUMMER TERM
	MOVING AND GROOVING	**SUPERHEROES**	**MINIBEASTS RHYTHMS**	**CARNIVAL OF THE ANIMALS**
	Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
	Learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Use their bodies and instruments to listen and respond to pieces of classical music that represent animals	All the learning in this unit focuses on rhythms and notation. This is done through singing, clapping and performing rhythms from memory and notation.	This unit explores different timbres at how composers have created descriptive music based on animals, looking at Prokofievs 'Peter and the Wolf' and Saint-Saens 'Carnival of the Animals'.
	Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
	OBJECTIVES			
	Appreciation			
	I can say if I like or dislike music. I can describe music as happy or sad.	I can say if I like or dislike music. I can describe music as happy or sad. I can talk about whether music is loud or quiet. I can describe what music reminds me of. I can explain how a piece of music makes me feel.	I can describe music as happy or sad. I can talk about whether music is loud or quiet.	I can say if I like or dislike music. I can describe music as happy or sad. I can talk about whether music is loud or quiet. I can describe what music reminds me of. I can explain how a piece of music makes me feel.
	Listening			
	I can tell if music is fast or slow. I can copy a simple rhythm after listening. I can move to show changes in music. I can say how music makes me feel.	I can tell if music is fast or slow. I can tell if music is loud or quiet. I can copy a simple rhythm after listening. I can move to show changes in music. I can say how music makes me feel.	I can tell if music is fast or slow. I can tell if music is loud or quiet. I can copy a simple rhythm after listening.	I can tell if music is fast or slow. I can tell if music is loud or quiet. I can copy a simple rhythm after listening. I can move to show changes in music. I can say how music makes me feel.
YEAR 1	**History of Music**			
	I can listen to music from the past. I can hear the difference between old and new music. I can listen to music by a famous composer (e.g. Mozart).	I can listen to music from the past. I can hear the difference between old and new music. I can say if a piece of music sounds different to today's music.		I can listen to music from the past. I can hear the difference between old and new music. I can listen to music by a famous composer (e.g. Mozart). I can say if a piece of music sounds different to today's music.
	Musical Notation			
	I can follow symbols from left to right. I can recognise when a sound is long or short. I can use pictures to show high and low sounds.	I can use marks or pictures to show sounds. I can follow symbols from left to right. I can recognise when a sound is long or short. I can use pictures to show high and low sounds.	I can use marks or pictures to show sounds. I can follow symbols from left to right. I can recognise when a sound is long or short. I can use pictures to show high and low sounds. I can invent my own simple symbols.	I can use marks or pictures to show sounds. I can follow symbols from left to right. I can recognise when a sound is long or short. I can use pictures to show high and low sounds. I can invent my own simple symbols.

Improvise and Compose			
I can make up a short rhythm using my voice or an instrument. I can sequence sounds in order to make music. I can share my ideas with the class.	I can make up a short rhythm using my voice or an instrument. I can choose sounds to show an idea (rain, animals). I can sequence sounds in order to make music. I can share my ideas with the class.	I can make up a short rhythm using my voice or an instrument. I can sequence sounds in order to make music. I can share my ideas with the class.	I can make up a short rhythm using my voice or an instrument. I can choose sounds to show an idea (rain, animals). I can sequence sounds in order to make music. I can share my ideas with the class.
Play and Perform			
I can keep a steady beat when clapping or playing. I can start and stop when a leader shows me. I can play untuned instruments to a simple rhythm.	I can keep a steady beat when clapping or playing. I can play untuned instruments to a simple rhythm.	I can sing simple songs in tune. I can keep a steady beat when clapping or playing. I can start and stop when a leader shows me. I can play untuned instruments to a simple rhythm. I can join in a group performance.	I can sing simple songs in tune. I can start and stop when a leader shows me. I can play untuned instruments to a simple rhythm. I can join in a group performance.

Year 2

	AUTUMN 1	AUTUMN 2	SPRING TERM	SUMMER TERM
	ORCHESTRA	**BOOMWHACKERS**	**SPACE**	**CALYPSO MUSIC**
	Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
	Introduce the instruments of the orchestra and practice identifying these within a piece of music.	I can play tuned (boomwhackers) instruments musically.	Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	Perform, listen to, review and evaluate music from different cultures.
	Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
	OBJECTIVES			
YEAR 2	**Appreciation**			
	I can explain why I like or dislike music. I can describe what a piece of music might be for. I can use simple words like fast/slow, high/low to describe music. I can say if music sounds different from what I know. I can talk about how music makes me feel inside.	I can explain why I like or dislike music. I can use simple words like fast/slow, high/low to describe music.	I can explain why I like or dislike music. I can describe what a piece of music might be for. I can use simple words like fast/slow, high/low to describe music. I can say if music sounds different from what I know. I can talk about how music makes me feel inside.	I can explain why I like or dislike music. I can describe what a piece of music might be for. I can use simple words like fast/slow, high/low to describe music. I can say if music sounds different from what I know. I can talk about how music makes me feel inside.
	Listening			
	I can tell if a sound is high or low. I can describe music using words like bouncy or smooth.	I can clap back longer rhythms. I can recognise when sounds are repeated. I can tell if a sound is high or low.	I can clap back longer rhythms. I can sing back a short tune. I can recognise when sounds are repeated. I can tell if a sound is high or low. I can describe music using words like bouncy or smooth.	I can clap back longer rhythms. I can sing back a short tune. I can recognise when sounds are repeated. I can tell if a sound is high or low. I can describe music using words like bouncy or smooth.
	History of Music			
	I can say if a piece sounds old or new. I can listen to music by a British composer.		I can say if a piece sounds old or new. I can listen to music by a British composer.	I can listen to music from different countries. I can say if a piece sounds old or new. I can recognise music used for dance or celebration. I can hear how music is different across traditions.
	Musical Notation			
	I can follow a simple rhythm score.	I can follow a simple rhythm score. I can recognise a repeated pattern in a score.	I can use symbols to show long and short sounds. I can follow a simple rhythm score. I can use letters to represent sounds. I can recognise a repeated pattern in a score. I can invent symbols for "play" and "rest."	I can use symbols to show long and short sounds. I can follow a simple rhythm score. I can use letters to represent sounds. I can recognise a repeated pattern in a score. I can invent symbols for "play" and "rest."
	Improvise and Compose			
			I can sing songs from memory. I can use my voice in different ways (loud/quiet, high/low). I can play tuned or untuned instruments with control. I can perform with a steady pulse.	I can improvise a short rhythm on an instrument. I can make up a call-and-response pattern. I can work with a partner to create music.

Play and Perform			
I can play tuned or untuned instruments with control. I can perform with a steady pulse. I can follow simple conductor's signals.	I can play tuned or untuned instruments with control. I can perform with a steady pulse. I can follow simple conductor's signals.	I can sing songs from memory. I can use my voice in different ways (loud/quiet, high/low). I can play tuned or untuned instruments with control. I can perform with a steady pulse. I can follow simple conductor's signals.	I can sing songs from memory. I can use my voice in different ways (loud/quiet, high/low). I can play tuned or untuned instruments with control. I can perform with a steady pulse. I can follow simple conductor's signals.

Year 3/4 (Cycle A)

LONG TERM PLAN - LOWER KEY STAGE TWO - MUSIC

Year 3/4 (CYCLE A)

	AUTUMN 1	AUTUMN 2	SPRING TERM	SUMMER TERM
	SEA SHANTIES	**ROUNDS**	**CHINESE**	**JAZZ**
	Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
	Learn what sea shanties are, how to identify their features and how to compose in the style of	Learn to sing and to use their voices through the inter-related dimensions of timber and structure.	Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Learning about ragtime style music, Dixieland music and scat singing. Create a jazz motif using a swung rhythm
	Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
	OBJECTIVES			
	Appreciation			
YEAR 3 STATEMENTS	I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece. I can recognise music from different traditions.	I can talk about music from another country. I can say how music makes me feel and why. I can explain what I enjoy most about a piece. I can recognise music from different traditions.	I can talk about music from another country. I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece. I can recognise music from different traditions.	I can talk about music from another country. I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece.
YEAR 4 STATEMENTS	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can describe the character of a piece using musical words. I can explain how music from other cultures is used.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words. I can explain how music from other cultures is used.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood.
	Listening			
YEAR 3 STATEMENTS	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.
YEAR 4 STATEMENTS	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.
	History of Music			
YEAR 3 STATEMENTS	I can listen to music from the past 100 years. I can recognise music from a different culture. I can talk about why a piece might have been written.		I can recognise music from a different culture. I can talk about why a piece might have been written.	I can listen to music from the past 100 years. I can describe music by a famous composer (e.g. Beethoven). I can talk about why a piece might have been written.
YEAR 4 STATEMENTS	I can listen to music from different historical periods. I can explain the differences between folk and classical music.		I can recognise the style of a composer. I can talk about why music is written for special occasions.	I can listen to music from different historical periods. I can recognise the style of a composer. I can describe how music has changed over time.

	Musical Notation			
YEAR 3 STATEMENTS	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can write my own rhythms with crotchets and quavers. I can see when notes move higher or lower on a stave. I can follow a short melody using notation.	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can follow a short melody using notation.	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can write my own rhythms with crotchets and quavers. I can see when notes move higher or lower on a stave. I can follow a short melody using notation.	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can write my own rhythms with crotchets and quavers. I can see when notes move higher or lower on a stave. I can follow a short melody using notation.
YEAR 4 STATEMENTS	I can read rhythms using crotchets, minims, quavers, and rests. I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4).	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can play a melody by reading notation	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation
	Improvise and Compose			
YEAR 3 STATEMENTS	I can create a repeating rhythm pattern.		I can invent a short melody using three notes. I can create a repeating rhythm pattern. I can combine sounds to make a piece with structure. I can use sounds to tell a story. I can write down my ideas using	I can invent a short melody using three notes. I can create a repeating rhythm pattern. I can write down my ideas using symbols.
YEAR 4 STATEMENTS	I can compose music in a group using rhythm and pitch. I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.		I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting.	I can compose music in a group using rhythm and pitch. I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.
	Play and Perform			
YEAR 3 STATEMENTS	I can sing with clear diction and control. I can perform with others, keeping in time. I can add expression when performing.	I can sing with clear diction and control. I can perform with others, keeping in time. I can add expression when performing.	I can sing with clear diction and control. I can play a tuned instrument using notation. I can perform with others, keeping in time. I can add expression when performing.	I can sing with clear diction and control. I can play a tuned instrument using notation. I can perform with others, keeping in time. I can add expression when performing.
YEAR 4 STATEMENTS	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.

Year 3/4 (Cycle B)

Year 3/4 (CYCLE B)		AUTUMN 1	AUTUMN 2	SPRING TERM	SUMMER TERM
		RAP MUSIC	**WATER MUSIC**	**INDIAN MUSIC**	**CREATING MUSIC FOR ANIMATION**
		Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
		Learn about rap and grime music and its key indicators. Write their own lyrics and raps and to listen and appraise age appropriate rap music from different artists. Consider where the rap music fits into a wider timeline of music and explore how rap often uses music sampling/covers to bring a more up to date feeling	Explore music linked to water in its many forms and instruments which use water, with a focus on staff notation and musical improvisation.	Listen to a range of traditional indian music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	Explore how music is used to match movements on-screen. Explore how music is used to evoke different emotions, creating a composition to match a scene from a short animation.
		Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
		OBJECTIVES			
		Appreciation			
	YEAR 3 STATEMENTS	I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece.	I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece.	I can talk about music from another country. I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece. I can recognise music from different traditions.	I can say how music makes me feel and why. I can describe which instruments I hear. I can explain what I enjoy most about a piece.
	YEAR 4 STATEMENTS	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words. I can explain how music from other cultures is used.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words.
		Listening			
	YEAR 3 STATEMENTS	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can describe similarities between two pieces.
	YEAR 4 STATEMENTS	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can copy a melody with accuracy.	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can copy a melody with accuracy.
		History of Music			
	YEAR 3 STATEMENTS	I can talk about why a piece might have been written. I can compare older and modern versions of a song.	I can listen to music from the past 100 years. I can recognise music from a different culture. I can describe music by a famous composer (e.g. Beethoven). I can talk about why a piece might have been written. I can compare older and modern versions of a song.	I can listen to music from the past 100 years. I can recognise music from a different culture. I can talk about why a piece might have been written.	I can talk about why a piece might have been written.
	YEAR 4 STATEMENTS	I can recognise the style of a composer. I can describe how music has changed over time. I can talk about why music is written for special occasions.	I can listen to music from different historical periods. I can recognise the style of a composer. I can describe how music has changed over time. I can talk about why music is written for special occasions. I can explain the differences between folk and classical music.	I can recognise the style of a composer. I can talk about why music is written for special occasions.	I can recognise the style of a composer.
		Musical Notation			
	YEAR 3 STATEMENTS	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can write my own rhythms with crotchets and quavers. I can see when notes move higher or lower on a stave. I can follow a short melody using notation.	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can write my own rhythms with crotchets and quavers. I can see when notes move higher or lower on a stave. I can follow a short melody using notation.	I can recognise crotchets, quavers, and rests. I can clap a rhythm using notation. I can write my own rhythms with crotchets and quavers. I can see when notes move higher or lower on a stave. I can follow a short melody using notation.	I can write my own rhythms with crotchets and quavers.

YEAR 4 STATEMENTS	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can write short rhythm patterns using bar lines.
	Improvise and Compose			
YEAR 3 STATEMENTS	I can invent a short melody using three notes. I can create a repeating rhythm pattern. I can combine sounds to make a piece with structure. I can use sounds to tell a story. I can write down my ideas using symbols.	I can invent a short melody using three notes. I can create a repeating rhythm pattern. I can combine sounds to make a piece with structure. I can use sounds to tell a story. I can write down my ideas using symbols.	I can invent a short melody using three notes. I can create a repeating rhythm pattern. I can combine sounds to make a piece with structure. I can use sounds to tell a story. I can write down my ideas using symbols.	I can invent a short melody using three notes. I can create a repeating rhythm pattern. I can combine sounds to make a piece with structure. I can use sounds to tell a story. I can write down my ideas using symbols.
YEAR 4 STATEMENTS	I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.	I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.	I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.	I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use dynamics to make my piece interesting. I can perform my compositions to others.
	Play and Perform			
YEAR 3 STATEMENTS	I can sing with clear diction and control. I can sing in two parts with others. I can play a tuned instrument using notation. I can perform with others, keeping in time. I can add expression when performing.	I can sing with clear diction and control. I can sing in two parts with others. I can play a tuned instrument using notation. I can perform with others, keeping in time. I can add expression when performing.	I can play a tuned instrument using notation. I can perform with others, keeping in time. I can add expression when performing.	I can play a tuned instrument using notation. I can perform with others, keeping in time. I can add expression when performing.
YEAR 4 STATEMENTS	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.

Year 4/5 (Cycle A)

LONG TERM PLAN - LOWER KEY STAGE TWO - MUSIC

	AUTUMN 1	AUTUMN 2	SPRING TERM	SUMMER TERM
	NOTATION	**MUSIC AT THE MOVIES**	**ROCK AND ROLL MUSIC**	**SAMBA MUSIC**
	Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
	Understand and explore appropriate music notation.	Understand and explore how film music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Learn about the origin and features of rock and roll music, Learn how to play the Hand Jive and Rock Around the Clock.	Learn how to play and perform samba music as an ensemble playing musical instruments with increasing accuracy, fluency, control
	Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
	OBJECTIVES			
	Appreciation			
YEAR 4 STATEMENTS		I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can describe the character of a piece using musical words. I can explain how music from other cultures is used.
YEAR 5 STATEMENTS		I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can give my opinion using musical language.	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.

Year 4/5 (CYCLE A)					
		Listening			
	YEAR 4 STATEMENTS	I can listen and repeat a melody accurately.	I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.	I can listen and repeat a melody accurately. I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.	I can identify instruments in a piece. I can notice when music changes tempo or dynamics. I can follow a conductor's signals. I can describe similarities between two pieces.
	YEAR 5 STATEMENTS	I can recall longer melodies. I can notice changes in rhythm, pitch, and texture.	I can recall longer melodies. I can identify instrument families. I can notice changes in rhythm, pitch, and texture.	I can identify instrument families. I can notice changes in rhythm, pitch, and texture. I can compare two performances of the same piece.	I can identify patterns and structures in music (ABA, rondo). I can recall longer melodies. I can identify instrument families. I can notice changes in rhythm, pitch, and texture.
		History of Music			
	YEAR 4 STATEMENTS		I can recognise the style of a composer. I can describe how music has changed over time.	I can recognise the style of a composer. I can describe how music has changed over time. I can talk about why music is written for special occasions.	I can talk about why music is written for special occasions.
	YEAR 5 STATEMENTS		I can describe the style of a composer. I can compare two composers from different times.	I can place music into a historical timeline. I can describe the style of a composer. I can explain how music reflects society. I can compare two composers from different times. I can explain how music traditions have	I can explain how music traditions have influenced each other.
		Musical Notation			
	YEAR 4 STATEMENTS	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can write short rhythm patterns using bar lines.	I can identify notes on the stave (C–G). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4).
	YEAR 5 STATEMENTS	I can read and play dotted notes. I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.	I can use time signatures when writing rhythms. I can notate a short melody accurately.	I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.	I can read and play dotted notes. I can use time signatures when writing rhythms.
		Improvise and Compose			
	YEAR 4 STATEMENTS		I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting.		I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.
	YEAR 5 STATEMENTS		I can improvise a tune using a pentatonic scale. I can compose music for a purpose (dance, film). I can refine my ideas after feedback. I can use notation to record my composition.		I can develop my ideas into a longer piece. I can compose music for a purpose (dance, film). I can refine my ideas after feedback. I can use notation to record my composition.
		Play and Perform			
	YEAR 4 STATEMENTS	I can play instruments with accuracy. I can follow notation when I play.	I can play instruments with accuracy. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.
	YEAR 5 STATEMENTS	I can perform a solo with confidence. I can use dynamics and expression in performance.	I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.

Year 4/5 (Cycle B)

		AUTUMN 1	AUTUMN 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM
		DISCO MUSIC	**REGGAE MUSIC**	**UKULELES**	**BOOMWHACKERS**	**BLUES MUSIC**
		Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
		Understand and explore appropriate music notation.	Understand and explore how film music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Introduction to the origins, history, and musical language of Blues music. Explore how African-American traditions shaped the Blues and how it influenced later popular music.
Year 4/5 (CYCLE B)		AUTUMN 1	AUTUMN 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM
		DISCO MUSIC	**REGGAE MUSIC**	**UKULELES**	**BOOMWHACKERS**	**BLUES MUSIC**
		Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
		Understand and explore appropriate music notation.	Understand and explore how film music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Introduction to the origins, history, and musical language of Blues music. Explore how African-American traditions shaped the Blues and how it influenced later popular music.
		Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
		OBJECTIVES				
		Appreciation				
	YEAR 4 STATEMENTS	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can describe the character of a piece using musical words. I can explain how music from other cultures is used.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can describe the character of a piece using musical words.	I can compare two pieces of music. I can describe how tempo and dynamics affect mood. I can explain how a composer uses music for a purpose. I can describe the character of a piece using musical words. I can explain how music from other cultures is used.
	YEAR 5 STATEMENTS	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.
		Listening				
	YEAR 4 STATEMENTS	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.	I can identify sections of music (beginning, middle, end). I can recognise when a melody is repeated. I can identify a verse or chorus in a song.	I can identify sections of music (beginning, middle, end). I can recognise when a melody is repeated. I can identify a verse or chorus in a song.	I can identify sections of music (beginning, middle, end). I can describe the texture of music (one or many parts). I can recognise when a melody is repeated. I can identify a verse or chorus in a song. I can copy a melody with accuracy.
		History of Music				
	YEAR 4 STATEMENTS	I can listen to music from different historical periods. I can describe how music has changed over time.	I can listen to music from different historical periods. I can recognise the style of a composer. I can describe how music has changed over time. I can talk about why music is written for special occasions. I can explain the differences between folk and classical music.			I can listen to music from different historical periods. I can recognise the style of a composer. I can describe how music has changed over time. I can explain the differences between folk and classical music.
	YEAR 5 STATEMENTS	I can place music into a historical timeline. I can describe the style of a composer. I can explain how music traditions have influenced each other.	I can place music into a historical timeline. I can describe the style of a composer. I can explain how music reflects society. I can explain how music traditions have influenced each other.			I can place music into a historical timeline. I can describe the style of a composer. I can explain how music reflects society. I can compare two composers from different times. I can explain how music traditions have influenced each other.
		Musical Notation				
	YEAR 4 STATEMENTS	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.	I can read rhythms using crotchets, minims, quavers, and rests. I can identify notes on the stave (C–G). I can write short rhythm patterns using bar lines. I can understand time signatures (2/4, 4/4). I can play a melody by reading notation.
	YEAR 5 STATEMENTS	I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.	I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.	I can read and play dotted notes. I can read melodies across an octave. I can notate a short melody accurately.	I can read and play dotted notes. I can read melodies across an octave. I can notate a short melody accurately.	I can read and play dotted notes. I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.

	Improvise and Compose				
YEAR 4 STATEMENTS	I can use repetition in my music. I can perform my compositions to others.	I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.			I can compose music in a group using rhythm and pitch. I can create a piece with a simple structure (ABA). I can use repetition in my music. I can use dynamics to make my piece interesting. I can perform my compositions to others.
YEAR 5 STATEMENTS	I can develop my ideas into a longer piece. I can compose music for a purpose (dance, film). I can refine my ideas after feedback. I can use notation to record my composition.	I can improvise a tune using a pentatonic scale. I can develop my ideas into a longer piece. I can refine my ideas after feedback. I can use notation to record my composition.			I can improvise a tune using a pentatonic scale. I can develop my ideas into a longer piece. I can refine my ideas after feedback. I can use notation to record my composition.
	Play and Perform				
YEAR 4 STATEMENTS	I can sing with increasing control of pitch and dynamics. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can perform rounds or partner songs. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can sing with increasing control of pitch and dynamics. I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.	I can play instruments with accuracy. I can follow notation when I play. I can perform confidently in a group.
YEAR 5 STATEMENTS	I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can sing in harmony with others. I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can sing in harmony with others. I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.

Year 5/6 (Cycle A) *

LONG TERM PLAN - UPPER KEY STAGE TWO - MUSIC

	AUTUMN TERM	SPRING TERM 1	SPRING TERM 2	SPRING TERM
	RHTHMN RONDO	**INSTRUMENTAL - UKULELES PART 1**	**BOOMWHACKERS**	**MUSICALS**
	Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
	Perform in an ensemble context using percussion instruments. Compose using ternary or rondo form piece using music technology.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how singing, acting and dancing can be combined to give an overall performance. Perform in solo and ensemble contexts with expression. Compose a class song to accompany a musical scene.
	Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
	OBJECTIVES			
	Appreciation			
YEAR 5 STATEMENTS	I can talk about how composers use musical elements. I can give my opinion using musical language.	I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.
YEAR 6 STATEMENTS	I can analyse how composers use elements to create meaning. I can evaluate a performance and suggest improvements. I can describe music using precise vocabulary.	I can compare genres of music. I can evaluate a performance and suggest improvements. I can describe music using precise vocabulary.	I can analyse how composers use elements to create meaning. I can compare genres of music. I can evaluate a performance and suggest improvements. I can describe music using precise vocabulary.	I can analyse how composers use elements to create meaning. I can compare genres of music. I can evaluate a performance and suggest improvements. I can explain the cultural or historical role of a piece. I can describe music using precise vocabulary.

UPPER KEY STAGE 2 (CYCLE A)					
		Listening			
	YEAR 5 STATEMENTS	I can identify patterns and structures in music (ABA, rondo). I can identify instrument families. I can recall longer melodies. I can notice changes in rhythm, pitch, and texture.	I can recall longer melodies. I can notice changes in rhythm, pitch, and texture.	I can identify patterns and structures in music (ABA, rondo). I can recall longer melodies. I can identify instrument families. I can notice changes in rhythm, pitch, and texture.	I can recall longer melodies. I can notice changes in rhythm, pitch, and texture. I can compare two performances of the same piece.
	YEAR 6 STATEMENTS	I can recall longer sections from memory. I can describe form and structure (binary, ternary, rondo).	I can identify the style or genre of music. I can recall longer sections from memory. I can explain features such as ostinato or syncopation.	I can identify the style or genre of music. I can recall longer sections from memory. I can explain features such as ostinato or syncopation.	I can identify the style or genre of music. I can recall longer sections from memory. I can analyse how a composer creates an effect.
		History of Music			
	YEAR 5 STATEMENTS	I can place music into a historical timeline. I can describe the style of a composer.			I can place music into a historical timeline. I can describe the style of a composer. I can explain how music reflects society. I can compare two composers from different times. I can explain how music traditions have influenced each other.
	YEAR 6 STATEMENTS	I can compare the work of composers from different eras.			I can explain how music has developed through history. I can recognise features of different historical styles. I can explain how composers were influenced by events. I can talk about the impact of famous composers on music today.
		Musical Notation			
	YEAR 5 STATEMENTS	I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.	I can read melodies across an octave.	I can read and play dotted notes. I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave.	I can read and play dotted notes. I can recognise sharps and flats. I can read melodies across an octave.
	YEAR 6 STATEMENTS	I can read rhythms with semiquavers. I can write rhythms in 2/4, 3/4, and 4/4. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.	I can write rhythms in 2/4, 3/4, and 4/4. I can read melodies in the treble clef. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.	I can read rhythms with semiquavers. I can write rhythms in 2/4, 3/4, and 4/4. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.	I can read melodies in the treble clef. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.
		Improvise and Compose			
	YEAR 5 STATEMENTS	I can develop my ideas into a longer piece. I can compose music for a purpose (dance, film). I can refine my ideas after feedback. I can use notation to record my composition.			I can develop my ideas into a longer piece. I can compose music for a purpose (dance, film). I can refine my ideas after feedback.
	YEAR 6 STATEMENTS	I can create music with a clear structure (verse/chorus). I can compose using harmony or accompaniment. I can refine and improve my work using feedback. I can perform and explain my composition choices.			I can create music with a clear structure (verse/chorus). I can refine and improve my work using feedback. I can perform and explain my composition choices.
		Play and Perform			
	YEAR 5 STATEMENTS	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance.	I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can sing in harmony with others. I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.
	YEAR 6 STATEMENTS	I can sing with accuracy, control, and expression. I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation.	I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.	I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.	I can sing with accuracy, control, and expression. I can perform confidently as a soloist or in a group. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.

Year 5/6 (Cycle B) *

		AUTUMN TERM	SPRING TERM 1	SPRING TERM 2	SUMMER TERM
YEAR 6		**AFRICAN MUSIC**	**INSTRUMENTAL - UKULELES PART 2**	**CHAIR DRUMMING**	**LEAVER'S SONG**
		Musical Learning Focus	**Musical Learning Focus**	**Musical Learning Focus**	**Musical Learning Focus**
		An understanding of Africa, their culture and music. Use and understand staff notation through rhythm grids	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument.	Learn how to create their very own leavers' song personal to their experiences as a class using music technology.
		Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**	**Learning Outcomes**
		OBJECTIVES			
		Appreciation			
	YEAR 5 STATEMENTS	I can explain how a piece reflects its time or culture. I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.	I can talk about how composers use musical elements. I can describe how music creates atmosphere. I can recognise features of different genres. I can give my opinion using musical language.
	YEAR 6 STATEMENTS	I can analyse how composers use elements to create meaning. I can compare genres of music. I can evaluate a performance and suggest improvements. I can explain the cultural or historical role of a piece. I can describe music using precise vocabulary.	I can compare genres of music. I can explain the cultural or historical role of a piece. I can describe music using precise vocabulary.	I can compare genres of music. I can evaluate a performance and suggest improvements. I can explain the cultural or historical role of a piece. I can describe music using precise vocabulary.	I can analyse how composers use elements to create meaning. I can compare genres of music. I can evaluate a performance and suggest improvements. I can explain the cultural or historical role of a piece. I can describe music using precise vocabulary.
		Listening			
	YEAR 5 STATEMENTS	I can recall longer melodies. I can identify instrument families. I can notice changes in rhythm, pitch, and texture. I can compare two performances of the same piece.	I can identify patterns and structures in music (ABA, rondo). I can recall longer melodies. I can notice changes in rhythm, pitch, and texture.	I can identify patterns and structures in music (ABA, rondo). I can recall longer melodies. I can notice changes in rhythm, pitch, and texture.	I can identify patterns and structures in music (ABA, rondo). I can recall longer melodies. I can identify instrument families. I can notice changes in rhythm, pitch, and texture. I can compare two performances of the same piece.
	YEAR 6 STATEMENTS	I can identify the style or genre of music. I can recall longer sections from memory. I can explain features such as ostinato or syncopation.	I can identify the style or genre of music. I can recall longer sections from memory. I can explain features such as ostinato or syncopation. I can describe form and structure (binary, ternary, rondo).	I can identify the style or genre of music. I can recall longer sections from memory. I can explain features such as ostinato or syncopation. I can describe form and structure (binary, ternary, rondo). I can analyse how a composer creates an effect.	I can identify the style or genre of music. I can recall longer sections from memory. I can explain features such as ostinato or syncopation. I can describe form and structure (binary, ternary, rondo). I can analyse how a composer creates an effect.
		History of Music			
	YEAR 5 STATEMENTS		I can describe the style of a composer. I can explain how music traditions have influenced each other.	I can describe the style of a composer. I can explain how music traditions have influenced each other.	I can place music into a historical timeline. I can describe the style of a composer. I can explain how music reflects society. I can compare two composers from different times. I can explain how music traditions have influenced each other.
	YEAR 6 STATEMENTS		I can explain how music has developed through history. I can recognise features of different historical styles. I can explain how composers were influenced by events. I can talk about the impact of famous composers on music today.	I can explain how music has developed through history. I can compare the work of composers from different eras. I can explain how composers were influenced by events. I can talk about the impact of famous composers on music today.	I can explain how music has developed through history. I can recognise features of different historical styles. I can compare the work of composers from different eras. I can explain how composers were influenced by events. I can talk about the impact of famous composers on music today.
		Musical Notation			
	YEAR 5 STATEMENTS	I can read and play dotted notes. I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave. I can notate a short melody accurately.	I can read and play dotted notes. I can recognise sharps and flats. I can read melodies across an octave.	I can read and play dotted notes. I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave.	I can read and play dotted notes. I can recognise sharps and flats. I can use time signatures when writing rhythms. I can read melodies across an octave.
	YEAR 6 STATEMENTS	I can read rhythms with semiquavers. I can write rhythms in 2/4, 3/4, and 4/4. I can read melodies in the treble clef. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.	I can read rhythms with semiquavers. I can write rhythms in 2/4, 3/4, and 4/4. I can read melodies in the treble clef. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.	I can read rhythms with semiquavers. I can write rhythms in 2/4, 3/4, and 4/4. I can read melodies in the treble clef. I can use notation when performing in an ensemble. I can explain a piece of written music using notation terms.	I can write rhythms in 2/4, 3/4, and 4/4. I can explain a piece of written music using notation terms.

	Improvise and Compose			
YEAR 5 STATEMENTS	I can improvise a tune using a pentatonic scale. I can develop my ideas into a longer piece. I can compose music for a purpose (dance, film). I can refine my ideas after feedback. I can use notation to record my composition.			I can develop my ideas into a longer piece. I can compose music for a purpose (dance, film). I can refine my ideas after feedback.
YEAR 6 STATEMENTS	I can improvise using a scale or rhythm pattern. I can create music with a clear structure (verse/chorus). I can refine and improve my work using feedback. I can perform and explain my composition choices.			I can create music with a clear structure (verse/chorus). I can compose using harmony or accompaniment. I can refine and improve my work using feedback. I can perform and explain my composition choices.
	Play and Perform			
YEAR 5 STATEMENTS	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.	I can sing in harmony with others. I can perform a solo with confidence. I can play an ensemble part accurately. I can use dynamics and expression in performance. I can lead a group performance by giving cues.
YEAR 6 STATEMENTS	I can sing with accuracy, control, and expression. I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.	I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.	I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.	I can sing with accuracy, control, and expression. I can perform confidently as a soloist or in a group. I can play an instrument fluently from notation. I can perform with awareness of style and genre. I can communicate the meaning of music to an audience.

*the order in which topics are taught is dependent on availability of musical equipment as this is shared across the MAT.

Time Allocated

At Foljambe Primary School we follow a weekly timetable.

SEMH Provision	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 x 30 minutes	1 x 30 minutes	1 x 30 minutes	1 x 30 minutes	1 x 30 minutes	1 x 30 minutes	1 x 30 minutes	1 x 30 minutes

Inclusion, Diversity, Special Educational Needs and Disabilities

Our music value is to create a culture in lessons where all music is celebrated and respected, encouraging learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them. We ensure all staff are equipped with the skills to identify and remove barriers to ensure all pupils enjoy full participation in music lessons that support the development and achievement of each young person based on their individual abilities, needs, and interests

At Foljambe Primary School, it is recognised that certain students may require additional, often temporary, scaffolds to reach these outcomes. We ensure teaching resources are adapted and are accessible to all learners. This allows pupils to develop musically in their own way, and for their personalised achievements to be acknowledged and celebrated. We ensure we differentiate and adapt in accordance with the physical and social, emotional, and mental health needs of all pupils. All music lessons are developed by specialists and delivered using a variety of teaching methods and different learning styles to meet everyone's needs.

The music curriculum explores different musical styles and music by musicians from different backgrounds and traditions. The curriculum allows pupils to learn about instruments, traditions, styles, composers, singers, and instrumentalists from a variety of geographical and cultural backgrounds through topics such as Chinese, samba, and African music.

The Director of Music, Coordinator of Primary Music and SLT monitor and evaluate teaching and learning. CPD, development opportunities, and support or changes in the curriculum for music are supported and generated based on the outcomes.

Music Qualifications
Pupils who have instrumental lessons at Foljambe Primary School have the option to be entered for graded exams through ABRSM, Rock School, and Trinity.

3. Part B: Co-curricular Music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles, and bands, and how pupils can make progress in music beyond the core curriculum.

Peripatetic Offer
Foljambe Primary School offers peripatetic music lessons delivered by a team of Trust specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a 1:1 basis.

Instrument Choices

- **Piano and Keyboard**: Pupils can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, cello, and double bass lessons.
- **Brass:** Trumpet, cornet, trombone, and tenor horn.
- **Percussion:** Drum kit lessons
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information
Foljambe Primary School charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instructors.

- **Standard Lessons:** The charge for individual 20-minute lessons is £9.60 per session – these are paid upfront per term at £123.
- **Free Lessons:** In certain circumstances, such as for pupils who access free-school meals, or those in care, music tuition is offered free of charge.
- **Instrument Hire**: Instruments can be hired through the school free of charge.

Application and Support
Parents or carers interested in enrolling their child in peripatetic music lessons should complete an enrolment form found on the school's website. Information, as well as terms and conditions, can also be found on the school website.

4. Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips, and events. During the academic year, several additional musical opportunities will take place.

Pupils from all year groups at Foljambe Primary School have the opportunity of the following musical experiences and clubs.

- Choir - this extra-curricular activity is run at lunchtime by a member of school staff. THis extra-curricular activity has provided pupils with opportunities to perform to members of the local community.
- Productions - All pupils have the opportunity to be involved in school productions at least once per year. These are held at the end of the autumn or summer term and involve pupils singing, acting and dancing. This also provides a platform for the choir to perform as well as providing pupils with opportunities to perform to a live audience. Pupils from Early Years Foundation Stage and Key Stage One are invited to see the performance, providing valuable opportunities for broadening their horizons.
- Trust Competitions - The WPT Young Musician are prestigious trust events that include auditions for both ensemble and solo acts, ensuring a high standard of performances. Selected instrumental groups and soloists are invited to present their work in a final with a panel of judges from the music industry. This provides them with valuable performance experience.
- Live music concerts - During the school year, pupils have had the opportunity to experience live music performed by visiting musicians who work in the music industry as well as musicals and pantomimes performed at Wickersley Partnership Trust Secondary Schools.
- Whole-school performance opportunities are provided at various points across the years, particularly at Harvest Festival and Christmas time. This allows pupils to experience performing in different venues such as churches.

5. Part D: In the Future

This is about what the school is planning for subsequent years

- Continue to link with the Rotherham Music Hub for Rotherham One Voice and other networking events.
- Provide more opportunities for trips to Musicals and Performances spanning a range of genres and career workshops. These trips are designed to broaden horizons. build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips will range from free to a small fee.
- Opportunities for Broaden horizons will also come through workshops that will focus on careers and live performances from different genres.
- To continue to monitor and support the quality of teaching throughout the year.
- Promote opportunities for trust instrumental lessons to pupils throughout the year.
- Continue to refine a curriculum for children within alternative provisions used by the school.
- Continue to develop the enrichment off so that it offers a wide range of opportunities for pupils to develop their musical skills outside the classroom.

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Foljambe Primary School Music Development Plan Summary 2026-27