

Music at Fender

Intent

We believe that music is a universal language that inspires creativity, builds confidence, and brings joy. Our music curriculum is designed to nurture every child's musical potential, regardless of background or ability, and to foster a lifelong love of music.

Through a rich and engaging curriculum, children will develop key skills in listening, performing, composing, and appraising. We aim to expose pupils to a diverse range of musical genres, styles, and cultures, encouraging appreciation and respect for musical traditions from around the world. Singing lies at the heart of our approach, supporting memory, wellbeing, and a strong sense of community.

Our curriculum ensures progression in musical understanding and skills from Reception through to Year 6, laying solid foundations for future musical learning. Children will also have opportunities to participate in performances, collaborate with others, and experience live music, helping them to grow in confidence and self-expression.

We are committed to providing inclusive and inspiring music education that enables all children to find their voice and feel the joy of making music.

Implementation

Our pedagogy is built around three key concepts:

1. Command of the Content / Excellent Subject Knowledge
2. Consistent Environment, Relationships and Routines
3. Cornerstones of Teaching & Learning (outlined beneath)

Core Knowledge	Oracy Rich Opportunities	Adaptive Practice
The core knowledge for each lesson is clear and explicit. This learning is broken down into clear steps.	Oracy elevates learning and offers the opportunity to promote disciplinary talk. Oracy is a feature of every lesson and is the outcome of at least one lesson per unit.	Learning is adapted carefully to meet the needs of all learners regardless of need or starting point.
Diverse & High-Quality Texts	Vocabulary	Revision & Assessment
Our curriculum is underpinned by diverse and high-quality texts that allow themselves to see themselves and others.	Vocabulary is explicitly taught and revised. This builds a bank of disciplinary vocabulary that is revised regularly	Assessment is ongoing and purposeful. Each lesson begins with a review of last week's learning. Each unit ends with a summative assessment.
Careers	Modelling	CPD

<p>Real life opportunities are woven into the curriculum including visits, trips and opportunities to look at careers within the subject.</p> <p>At our annual Careers' Festival, the subject is represented by professionals.</p>	<p>Modelling is one of our true cornerstones of teaching and learning. Whatever the task, high-quality modelling helps unlock student understanding.</p>	<p>Ongoing CPD for subject leaders, teachers and teaching assistants ensures fidelity to our pedagogy.</p>
<p>Cultural Capital</p>	<p>Parental Involvement</p>	<p>Monitoring</p>
<p>Children learn about significant events, people and places that bolster their knowledge of the world.</p> <p>This is supported through visitors, trips and visits, and strengthened through our careful curation of high-quality and diverse texts.</p>	<p>Parents are invited to share in the learning journey through our engaging road maps.</p> <p>Learning is shared routinely on Class Dojo.</p> <p>Parents are invited in for special occasions, events and celebrations.</p>	<p>Subjects are monitored routinely through book looks, learning walks, pupil voice and governor visits</p>
<p>Impact</p>		
<p>The impact of our music curriculum is evident in the enthusiasm, confidence, and creativity our pupils show when engaging with music. Through regular and varied musical experiences, children develop a secure understanding of key musical concepts and vocabulary, as well as the practical skills of singing, performing, composing, and listening with intent.</p> <p>Our pupils leave primary school with a broad appreciation of musical styles and traditions, the ability to critically engage with music, and the confidence to perform and create. They are able to work both independently and collaboratively, reflecting on and improving their work with increasing self-awareness.</p> <p>Children talk positively about music, demonstrate pride in their performances, and understand music's role in both cultural expression and personal wellbeing. Participation in assemblies, concerts, and wider musical opportunities contributes to their sense of belonging and achievement.</p>		

Music Long-Term Plan

Concepts

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Me	Soundcheck: Discovering Our Musical Voices	Soundcheck: Discovering Our Musical Voices	Sounds Explorers: Discovering Our Sonic World			
Autumn 2	My Stories	Studio Session: Crafting Our First Track	Studio Session: Crafting Our First Track	Mastering the Track: Making Hit Songs			
Spring 1	Everyone	Wirral Soundscapes: Listening, Mapping, Creating	Wirral Soundscapes: Listening, Mapping, Creating	The Jamlab: Playing, Performing, Progressing	The Jamlab: Playing, Performing, Progressing	The Jamlab: Playing, Performing, Progressing	The Jamlab: Playing, Performing, Progressing
Spring 2	Our World	Bandcamp: Writing and Rehearsing Our Class Song	Bandcamp: Writing and Rehearsing Our Class Song	Our Band: From Message to Music			
Summer 1	Big Bear Funk	Local Legends: Singing Wirral's Stories	Local Legends: Singing Wirral's Stories	Headline Spot: Own the Stage			
Summer 2	Reflect, Rewind, Replay	The Main Stage: Festival Performance	The Main Stage: Festival Performance	The Big Gig: Festival Makers and Music Futures			



FENDER PRIMARY SCHOOL

Long Term Plan - Music
In Collaboration with Future Yard (Birkenhead)

F2

YEAR 1

YEAR 3

YEAR 5

Al: Me!
A2: My Stories
Sp1: Everyone!
Sp2: Our World
Sl: Big Bear Funk
S2: Reflect, Rewind & Replay

YEAR 2

A1: Soundcheck: Discovering Our Musical Voices
A2: The Studio Session : Crafting Our First Track
Sp1: Wirral Soundscapes: Listening, Mapping, Creating
Sp2: Bandcamp: Writing & Rehearsing Our Class Song
Sl: Local Legends: Singing Wirral's Stories
S2: The Main Stage: Festival Performance

YEAR 4

A1: Sound Explorers: Discovering Our Sonic World
A2: Mastering the Track: Making Hit Songs
Sp1: The Jamlab: Playing, Performing, Progressing
Sp2: Our Band: From Message to Music
Sl: Headline Spot: Own the Stage
S2: The Big Gig: Festival Makers & Music Futures

YEAR 6

A1: Sound Explorers: Discovering Our Sonic World
A2: Mastering the Track: Making Hit Songs
Sp1: The Jamlab: Playing, Performing, Progressing
Sp2: Our Band: From Message to Music
Sl: Headline Spot: Own the Stage
S2: The Big Gig: Festival Makers & Music Futures

A1: Soundcheck: Discovering Our Musical Voices
A2: The Studio Session : Crafting Our First Track
Sp1: Wirral Soundscapes: Listening, Mapping, Creating
Sp2: Bandcamp: Writing & Rehearsing Our Class Song
Sl: Local Legends: Singing Wirral's Stories
S2: The Main Stage: Festival Performance

A1: Sound Explorers: Discovering Our Sonic World
A2: Mastering the Track: Making Hit Songs
Sp1: The Jamlab: Playing, Performing, Progressing
Sp2: Our Band: From Message to Music
Sl: Headline Spot: Own the Stage
S2: The Big Gig: Festival Makers & Music Futures

A1: Sound Explorers: Discovering Our Sonic World
A2: Mastering the Track: Making Hit Songs
Sp1: The Jamlab: Playing, Performing, Progressing
Sp2: Our Band: From Message to Music
Sl: Headline Spot: Own the Stage
S2: The Big Gig: Festival Makers & Music Futures

Careers

Careers education is woven through our Music curriculum. Our collaborative work with Future Yard in Birkenhead, links our music curriculum to a range of careers, from working as a musician to careers in sound, lighting and promotion.

Oracy

Oracy skills are embedded throughout the Music curriculum - children are given opportunities to evaluate and share performances.

Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & Appraising	Listen to a range of sounds in the environment and music.	Recognise loud/quiet, fast/slow, high/low.	Identify instruments and changes in music.	Begin to identify musical elements (tempo, dynamics, pitch).	Use appropriate vocabulary to describe music (structure, timbre).	Analyse pieces with reference to dynamics, texture, tempo, pitch and timbre.	Make comparisons between pieces using accurate terminology.
Singing	Explore the voice – speak, chant, sing simple songs.	Sing with a steady pulse and in tune.	Sing simple songs in unison and from memory.	Sing with greater control of pitch, dynamics and expression.	Sing in two parts or rounds.	Sing with attention to phrasing and expression.	Sing in harmony and as part of an ensemble or performance.
Rhythm & Pulse	Move to music and copy basic rhythms.	Keep a steady beat using body and instruments.	Copy and create simple rhythms and patterns.	Recognise and perform rhythms using standard notation (e.g., crotchet, quaver).	Read and clap rhythmic notation including rests and dotted notes.	Improvise rhythmic patterns within a time signature.	Compose and perform complex rhythmic sequences with confidence.
Pitch	Explore high and low sounds using voice and instruments.	Identify high/low and pitch direction.	Play simple tuned instruments (e.g., glockenspiel).	Read and play simple melodies on tuned instruments.	Recognise and use pentatonic scale.	Understand major and minor scales.	Use scale knowledge to compose melodies using appropriate notation.
Composing	Create simple sound patterns using voice and instruments.	Create simple pieces with beginning, middle and end.	Use symbols and graphic notation to represent ideas.	Begin to record compositions using basic notation.	Compose using musical elements for effect (tempo, dynamics, pitch).	Use notation and digital tools to create structured compositions.	Compose collaboratively with clear musical intention and structure.
Notation	Explore symbols to represent sounds.	Understand basic symbols (e.g., loud/quiet).	Begin to understand simple graphic notation.	Introduce simple staff notation (e.g., crotchet, quaver,	Read and write basic rhythmic and melodic notation.	Use staff notation to compose and perform.	Read and write full musical notation fluently for

				minim).			performance and composition.
Performing	Perform simple songs and rhythms to others.	Perform short pieces as a group.	Perform using tuned and untuned instruments.	Perform in time with others, with accuracy and confidence.	Perform with control and expression as part of an ensemble.	Perform with expression, accuracy and awareness of audience.	Perform with fluency, expression and musical understanding in solo and group contexts.
Musical Context & Culture	Listen to music from different cultures and traditions.	Talk about music they like and why.	Learn about different styles and genres.	Begin to understand historical and cultural contexts of music.	Identify features of music from different periods and places.	Explore composers and genres from a wide range of cultures and traditions.	Critically engage with music from various cultures and periods and evaluate its significance.
Oracy (Speak like a Musician)	Use simple words to describe sounds (e.g., loud, high).	Describe how music makes them feel.	Use musical terms to explain likes and dislikes.	Use correct terminology to talk about performance and composition choices.	Justify musical decisions using appropriate vocabulary.	Explain and evaluate musical choices in composition and performance.	Present and critique music using fluent, accurate and expressive language.

Vocabulary						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
sound, loud, quiet, high, low, fast, slow, beat, tap, clap, voice, sing, play, shake, bang, listen, rhythm, repeat, echo, stop,	pulse, beat, rhythm, fast, slow, high, low, loud, quiet, instrument, play, listen, repeat, copy, clap, tap,	rhythm, pattern, steady, tempo, dynamics, pitch, melody, phrase, repeat, chorus, verse, percussion, tuned, untuned,	structure, motif, tempo, pitch, dynamics, timbre, duration, texture, notation, symbol, stave, rhythm, beat, bar, rest,	notation, rhythm, pitch, tempo, dynamics, structure, time, signature, stave, clef, crotchet,	notation, treble, stave, key, scale, tempo, metre, dynamics, timbre, texture, syncopation,	notation, semiquaver, time, signature, compound, key, scale, interval, motif, ostinato, harmony, chord,

<p>go, move, dance, hum, tune, soft, hard, happy, sad, instrument, music, song, pattern, silence, hear, feel</p>	<p>sing, solo, group, steady, pattern, pitch, voice, match, song, volume, tempo, tune, sound, long, short, start, stop, dynamics, explore</p>	<p>layer, improvise, compose, silence, perform, audience, clap, beat, listen, respond, fast, slow, loud, soft, low, high, change, section, control</p>	<p>crotchet, quaver, perform, compose, improvise, layer, repeat, call, response, melody, scale, instrument, tuned, harmony, pattern, round, ostinato, expression, listen, appraise</p>	<p>minim, semibreve, quaver, rest, melody, harmony, drone, ostinato, improvisation, variation, timbre, texture, ensemble, accompaniment, chord, lyrics, composition, phrase, verse, chorus, mood, style, genre, performance</p>	<p>polyrhythm, structure, introduction, interlude, coda, melody, harmony, ostinato, riff, chord, progression, drone, improvisation, composition, phrase, articulation, major, minor, expression, conductor, score, arrangement</p>	<p>inversion, dynamics, articulation, phrasing, syncopation, improvisation, composition, arrangement, structure, variation, canon, modulation, crescendo, diminuendo, score, conductor, ensemble, solo, acoustic, electronic, genre, appraise, interpret</p>
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National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity.

A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Subject content

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Music Lesson Structure

Revision & Recap

Teacher revisits learning from last week, last term and last year.
Absent children from the previous week/lesson find out the core learning from last week.

Talk Like A Musician Vocabulary / Oracy

Vocabulary is explicitly taught using oracy-rich strategies.

Explicit Teaching of New Knowledge

Teacher uses the road map to place new learning in the context of the unit.
Teacher uses core principles of our Fender Pedagogy to teach new core knowledge from that week.

Independence

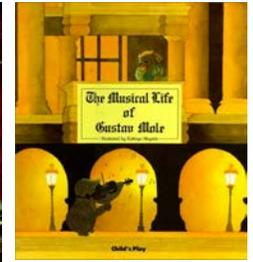
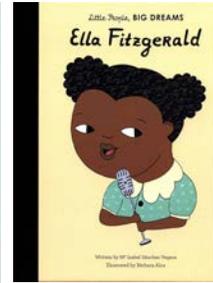
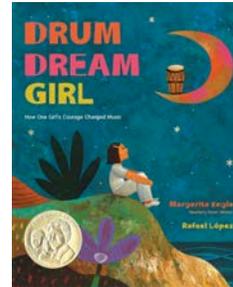
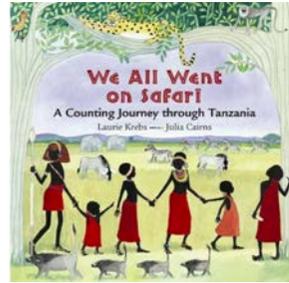
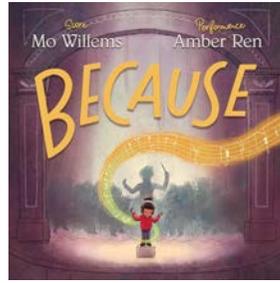
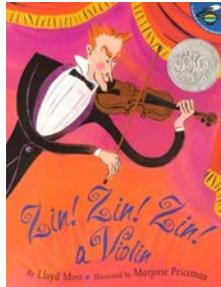
Children practice and develop their knowledge, through application of a historical skill in their independent (or group) work.
This could be written or orally recorded, dependent on the knowledge, skill and task of that lesson.

Review...Revise...Reflect...Where Next?

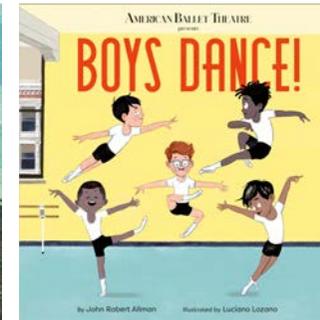
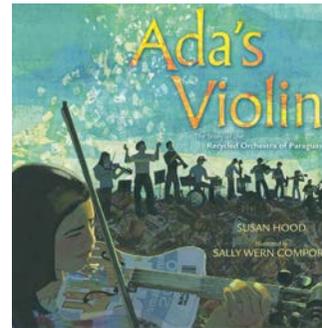
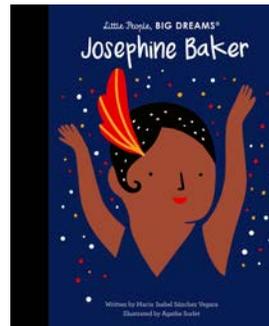
Teacher to make explicit the core knowledge from that lesson - three core facts!
Revise that lesson's taught vocabulary
Use the road map to look ahead - where does this knowledge take us next?

Fender Primary
Music Reading Spine

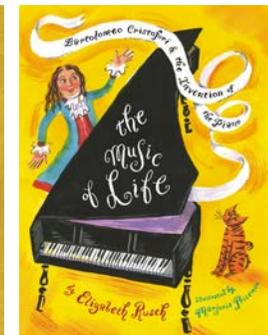
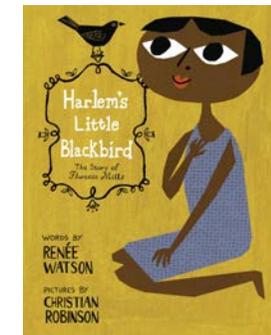
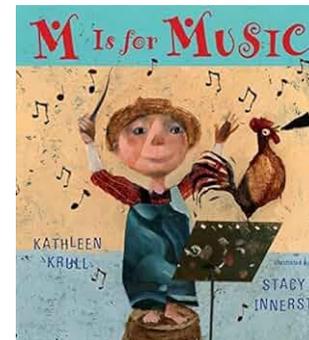
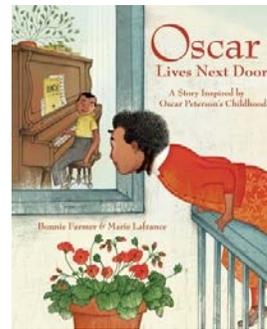
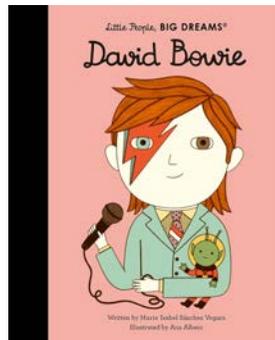
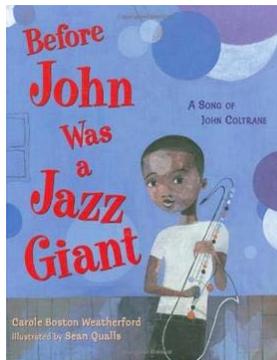
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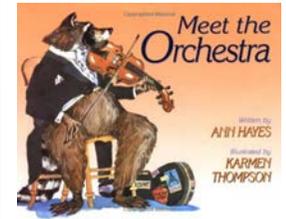
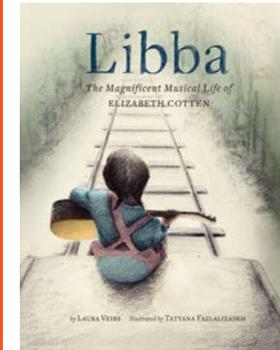
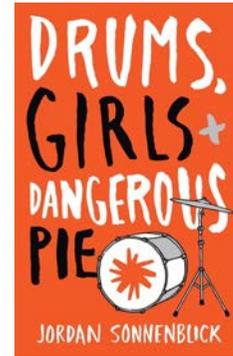
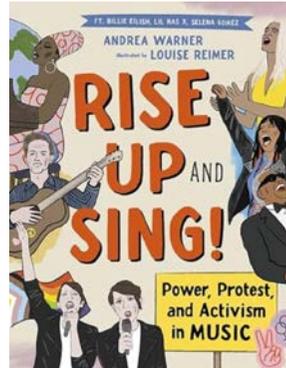
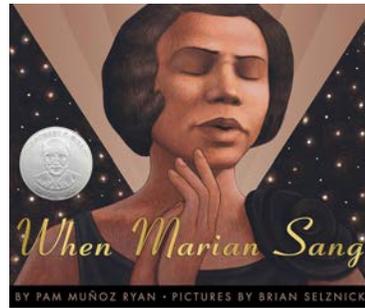
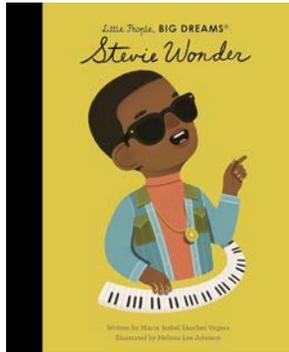
Year 1



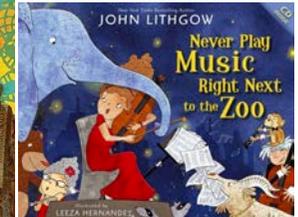
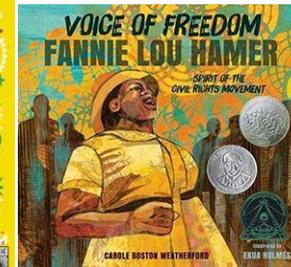
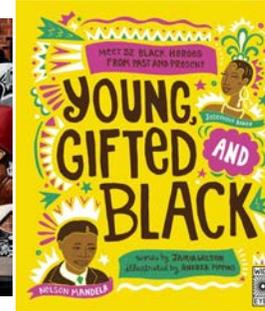
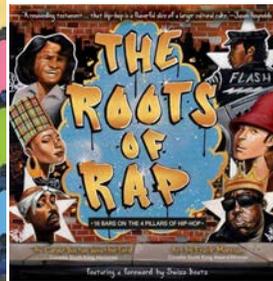
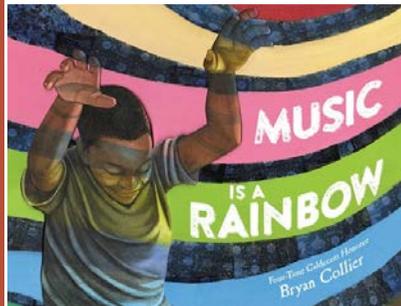
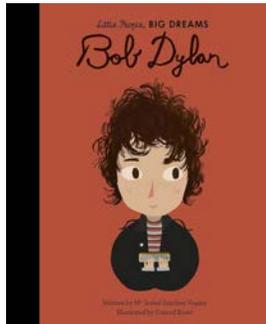
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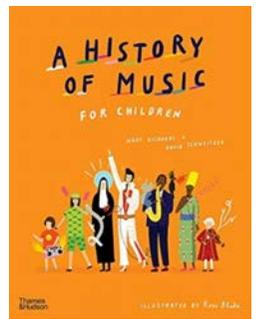
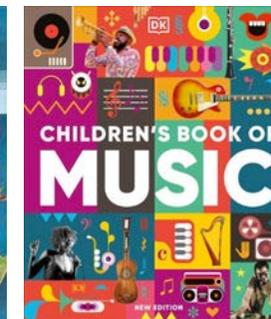
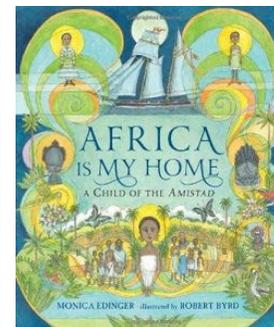
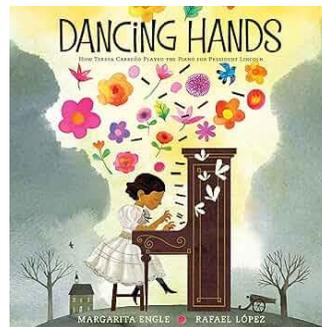
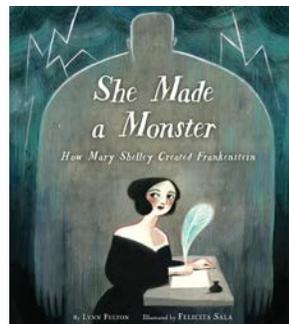
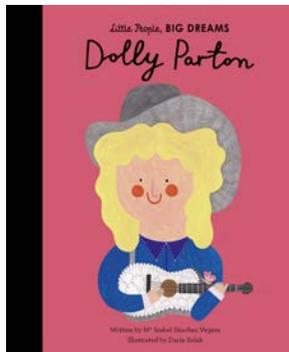
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Year 4



Year 5



Year 6

