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Music Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

Intent

1	Understand the inter-related musical dimensions.
2	Develop a knowledge of musicians and composers from both history and modern day.
3	Learn a musical instrument.
4	Create original and imaginative pieces.
5	Use notation to record and express musical compositions.
6	Develop singing technique and have opportunities to perform.

Intent explanation

1	It is our intention that all children develop an understanding of the inter-related musical dimensions which will enable pupils to confidently communicate about music, effectively, accurately and appropriately.
2	It is our intention that our children develop a knowledge of musicians and composers both from history and modern day and how the origins of music contribute and influence the diversity of musical styles.
3	It is our intention that all children have the opportunity to learn a musical instrument developing creative skills, concentration and resilience.
4	It is our intention that children have an opportunity to create original and imaginative compositions and perform these with confidence.
5	It is our intention that children can use notation to record compositions in order to express their musical understanding and develop technical expertise.
6	It is our intention that children develop their singing technique and have opportunities to sing and perform to an audience and in different contexts.

Our ACE Curriculum

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ACE Curriculum Statement

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” - Plato

At Cavendish Close Junior Academy, music plays a vital role in developing confident, creative and expressive learners. We believe that music has the power to inspire, unite communities and enrich children’s emotional, social and academic development. Our music curriculum is designed to nurture a lifelong love of music while giving pupils the skills, knowledge and confidence to become successful musicians.

Music is taught as a practical and inclusive subject that allows pupils to sing, listen, compose and perform across a wide range of musical styles, cultures and historical periods. Children learn how music is created, performed and appreciated, developing a secure understanding of the inter-related musical dimensions such as pulse, rhythm, pitch, tempo and dynamics. They listen carefully, respond thoughtfully and use accurate musical vocabulary to talk about what they hear and perform.

All pupils participate in regular music lessons, where they are encouraged to express themselves creatively, work collaboratively and build resilience through rehearsal and performance. Year 4 pupils benefit from a full year of specialist brass tuition, giving every child the opportunity to learn an instrument, read notation and perform as part of an ensemble. Year 6 pupils take part in a year-long choral programme, developing vocal technique and ensemble performance skills while working towards a public performance. Music learning is enriched through weekly singing assemblies, where pupils sing in unison and rounds, consolidate key musical terminology and learn about musicians, composers and different musical traditions from around the world. Children also have regular opportunities to perform to an audience, whether through class performances, concerts, instrumental showcases or whole-school events, helping them to build confidence, pride and a sense of achievement.

At Cavendish Close Junior Academy, we aim to promote the enjoyment of music by: providing regular opportunities for performance and self-expression; teaching musical skills progressively to build confidence and technical understanding; ensuring all pupils have access to high-quality musical experiences; encouraging collaboration with peers and professional musicians; exposing pupils to music from a wide range of cultures, traditions and time periods; supporting creative composition and imaginative exploration of sound; helping pupils understand and use musical notation and developing strong singing technique across different genres. Through these experiences, pupils at Cavendish Close Junior Academy are empowered to aspire, collaborate and experience music in meaningful ways, enabling them to leave school as confident, knowledgeable and enthusiastic ACE musicians.

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Implementation

Long term curriculum coverage

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Handbells 1a		Handbells 1b			Singing – Carnival of the Animals
4	Brass	Brass	Brass	Brass	Brass	Brass
5		Handbells 1a			Carmen	Handbells 1b
6	Singing	Singing	Singing	Singing	Singing	Singing

Key Concepts

Singing – Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group.
Listening – Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence.
Composing – Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non standard notation. They will apply their knowledge and musical elements and the components of composition to express their ideas.
Performing – Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.
Musicianship – Pupils will learn to understand the inter-related dimensions of music such as: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form.

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Skills progression

Skill	Year 3	Year 4	Year 5	Year 6
Singing	Pupils sing simple songs together in unison, learning to match pitch within a limited range and keep a steady pulse as part of a class.	Pupils continue to sing confidently to support instrumental learning, developing greater control of pitch and rhythm in group singing.	Pupils sing with increased expression and confidence, performing in rounds and simple harmonies and using their voices to communicate character and mood, particularly through operatic work.	Pupils sing with refined control of breath, diction and tone, maintaining independent parts in multi-part pieces and performing confidently to an audience.
Instrumental	Pupils are introduced to handbells, learning correct technique, producing controlled sounds and playing simple patterns together while following a conductor.	Pupils learn either the trumpet or trombone across the full year, developing posture, embouchure and breath control while playing simple notes accurately as part of an ensemble.	Pupils revisit and refine handbell technique, playing rhythms, melodies and chords with greater accuracy and beginning to apply expression to their performance.	Pupils demonstrate fluency and control on handbells, using expressive techniques such as legato, staccato and dynamics to perform with technical and musical maturity.
Ensemble and Performance	Pupils perform together as a class, learning to stay in time with others and beginning to develop awareness of an audience.	Pupils perform regularly as part of ensembles, listening carefully to others, maintaining pulse and following a conductor accurately.	Pupils develop the ability to maintain an independent part within an ensemble and understand how different musical parts fit together through rehearsal and refinement.	Pupils rehearse, refine and deliver polished performances with confidence, demonstrating awareness of audience, expression and musical intent.
Listening and Appraisal	Pupils listen attentively to music and identify basic features such as pulse, rhythm and pitch, responding through discussion and movement.	Pupils listen more critically, recognising pitch, tempo, dynamics and rhythm and applying this understanding while performing.	Pupils identify timbre, structure and expressive features and describe how music represents mood or character using appropriate musical vocabulary.	Pupils analyse how music creates mood and atmosphere and respond thoughtfully using accurate and precise musical language.
Composing and Improvising	Pupils explore sound using voices, body percussion and	Pupils create short musical phrases using limited note sets	Pupils compose more structured pieces using	Pupils compose original and expressive pieces, using



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	handbells, creating simple rhythmic or melodic patterns within structured activities.	and begin to improvise and compose simple pieces, including on brass instruments.	repetition, contrast and form, creating music with specific intent such as storytelling or character.	musical elements deliberately and refining, rehearsing and performing their compositions with confidence.
Notation and Musical Literacy	Pupils recognise basic rhythmic symbols and use graphic or simple rhythmic notation, understanding that symbols represent sound.	Pupils read and perform standard notation including crotchets, minims and quavers, and begin writing short rhythmic phrases to support ensemble playing.	Pupils use rhythmic and pitch notation together to record, rehearse and refine compositions.	Pupils use notation independently to plan, refine and communicate musical ideas, including expressive markings such as dynamics and articulation.
Understanding the Inter-Related Dimensions of Music	Pupils explore pulse, rhythm, pitch, tempo and dynamics, developing a basic awareness of how music is structured.	Pupils apply musical elements through instrumental performance, developing a clearer understanding of how notation links to sound production.	Pupils reinforce and extend their understanding of pitch, rhythm, tempo, dynamics and timbre, applying these fluently in performance and composition.	Pupils demonstrate mastery of the musical dimensions, using them expressively to create mood, atmosphere and polished performances.
Musical Confidence, Independence and Resilience	Pupils build confidence by performing as part of a group and begin to take musical risks in a supportive environment.	Pupils develop resilience and perseverance through year-long instrumental learning and technical challenge.	Pupils show increasing independence in ensemble and composition work, taking responsibility for musical decisions.	Pupils perform with confidence, independence and maturity, demonstrating leadership, expressive understanding and a strong musical identity.

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Key Lesson Outcomes

Autumn term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	<p>Handbells 1a</p> <p>Children develop their knowledge of the inter-related dimensions, learn to play handbells and increase their knowledge and understanding of musical notation and rhythms.</p>	<p>Brass (Derbyshire Music Partnership) - Trumpet and trombone.</p> <p>Children learn to play a brass instrument, further develop their knowledge of rhythms and inter-related dimensions, develop their understanding of musical notation and rhythms and play as an ensemble.</p>		<p>Singing – Derby Cathedral Programme</p> <p>The Derby Cathedral music programme is a year-long choral partnership in which pupils develop vocal technique, musical understanding and ensemble performance skills through weekly singing sessions that build towards a public performance.</p>
Crucial Curriculum Content	<p>Pupils develop a secure understanding of pulse, learning to recognise, maintain and internalise a steady beat through movement, actions and handbell playing.</p> <p>Pupils build ensemble performance skills, playing rhythms, melodies, chords and rounds together while responding to a conductor and backing beat.</p> <p>Pupils strengthen rhythmic understanding, including playing in 3 beats per bar and</p>	<p>To understand how brass instruments work, including naming key parts (mouthpiece, valves/slide) and explaining how sound is produced through buzzing and airflow.</p> <p>To develop foundational playing technique, including correct posture, safe handling, embouchure formation, and producing initial controlled sounds.</p> <p>To develop core musical understanding, including pulse (beat), basic tempo changes,</p>		<p>To develop secure singing foundations including posture, breath support, warm-ups and clear diction.</p> <p>To strengthen musical understanding of pulse, rhythm, tempo, dynamics and simple time signatures through songs and movement.</p> <p>To build ensemble singing skills, performing confidently in unison and simple rounds with awareness of texture and musical control.</p>

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	recognising different rhythmic values (ta-aa and ta-aa-aa) within structured pieces.	and simple pitch awareness when listening and responding.		
Key Concepts	Listening Performing Musicianship	Listening Performing Musicianship		Singing Listening Performing Musicianship
Lesson outcomes	<p>1. To understand what pulse means in music and identify the steady beat through listening and movement.</p> <p>2. To develop a secure awareness of a steady pulse by playing simple handbell patterns together as a whole-class ensemble.</p> <p>3. To play a familiar tune (“Hot Cross Buns”) on handbells with a steady pulse and accurate timing.</p> <p>4. To play chords together and understand the role of a conductor in helping an ensemble stay together.</p> <p>5. To recognise and play rhythmic patterns in 3 beats per bar, including</p>	<p>1. To know the names of the brass instruments being used (trumpet and trombone) and identify their key parts.</p> <p>2. To understand how brass instruments produce sound through buzzing and air flow.</p> <p>3. To learn how to assemble and safely handle the trumpet or trombone.</p> <p>4. To develop correct playing posture and how to hold the instrument securely.</p> <p>5. To establish a basic embouchure and practise producing a clear, steady buzz.</p> <p>6. To listen carefully and keep a steady beat (pulse) when</p>		<p>1. To develop strong foundations of singing, including posture, healthy breathing and warming up the voice effectively.</p> <p>2. To understand and apply dynamics (piano/forte) and improve clarity of diction while singing in unison.</p> <p>3. To perform in unison and simple rounds while exploring dynamics, time signatures and body percussion.</p> <p>4. To explore tempo changes, expanded dynamics (pp–ff), and sing confidently in rounds and call-and-response structures.</p> <p>5. To recognise and use articulation (legato/staccato)</p>

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	<p>understanding the difference between ta-aa and ta-aa-aa, while keeping in time with a backing beat.</p> <p>6. To internalise the pulse through actions only and perform a confident 2-part round together as a whole class.</p>	<p>clapping or echoing simple rhythms.</p>		<p>and beat subdivision while applying these to songs and movement.</p> <p>6. To begin reading simple stick notation (crotchets and quavers) and perform songs as part of a simple medley.</p>
Key Vocabulary	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Ensemble</p> <p>Chord</p> <p>Round</p> <p>Conductor</p> <p>Bar</p> <p>Bar line</p> <p>Time signature</p> <p>Ta-aa</p> <p>Ta-aa-aa</p> <p>Backing beat</p> <p>Internalise</p>	<p>Brass</p> <p>Mouthpiece</p> <p>Embouchure</p> <p>Buzzing</p> <p>Posture</p> <p>Pulse</p> <p>Tempo</p> <p>Pitch</p>		<p>Posture</p> <p>Breath support / Diaphragm</p> <p>Warm-ups</p> <p>Unison</p> <p>Pulse</p> <p>Rhythm</p> <p>Dynamics (piano, forte)</p> <p>Tempo</p> <p>Diction</p> <p>Time signature</p> <p>Round</p> <p>A cappella</p> <p>Body percussion</p> <p>Crotchet / Quaver</p>
ACE (Aspire, Collaborate, Experience) links	<p>Aspire: Pupils aim to perform accurately and confidently as part of a whole-class ensemble, developing discipline and musical focus.</p>	<p>Aspire: Pupils begin to see themselves as musicians by mastering challenging new instrumental skills.</p>		<p>Aspire: Pupils aim high by developing strong vocal technique and taking on increasingly demanding singing challenges.</p>

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	<p>Collaborate: Children work together closely, listening to one another and following a conductor to stay together in rounds, chords and class performances.</p> <p>Experience: Pupils experience the enjoyment and challenge of live ensemble playing, using handbells to perform structured music with others.</p>	<p>Collaborate: Children work together to keep a steady pulse, echo rhythms, and support each other in learning new techniques.</p> <p>Experience: Pupils have a hands-on introduction to real brass instruments, offering a memorable and authentic musical experience.</p>		<p>Collaborate: Pupils work together to sing accurately in unison and rounds, listening closely to support the group.</p> <p>Experience: Pupils experience a wide variety of musical styles and activities, from body percussion to a cappella singing.</p>
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Autumn term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description		<p><i>Brass (Derbyshire Music Partnership) - Trumpet and trombone.</i></p> <p>Children learn to play a brass instrument, further develop their knowledge of rhythms and inter-related dimensions, develop their understanding of musical notation and rhythms and play as an ensemble.</p>	<p><i>Handbells 1a</i></p> <p>Children develop their knowledge of the inter-related dimensions, learn to play handbells and increase their knowledge and understanding of musical notation and rhythms.</p>	<p><i>Singing – Derby Cathedral Programme</i></p> <p>The Derby Cathedral music programme is a year-long choral partnership in which pupils develop vocal technique, musical understanding and ensemble performance skills through weekly singing sessions that build towards a public performance.</p>
Crucial Curriculum Content		<p>To build instrumental skills, developing breath control, improving tone quality, and playing the notes C, D, and E with increasing accuracy.</p>	<p>Pupils develop a secure understanding of pulse, learning to recognise, maintain and internalise a steady beat</p>	<p>To develop expressive singing through articulation (staccato/legato), melodic shape and confident</p>

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		<p>To read and perform rhythmic notation, including ta, ti-ti, and (extension) semiquavers, and to recognise rhythmic patterns by ear.</p> <p>To combine musical elements in performance, playing short pieces using C–E, responding to tempo and pitch, and rehearsing as part of a developing ensemble.</p>	<p>through movement, actions and handbell playing.</p> <p>Pupils build ensemble performance skills, playing rhythms, melodies, chords and rounds together while responding to a conductor and backing beat.</p> <p>Pupils strengthen rhythmic understanding, including playing in 3 beats per bar and recognising different rhythmic values (ta-aa and ta-aa-aa) within structured pieces.</p>	<p>solo/small-group performance.</p> <p>To build music-reading and pitch skills including DO-RE-MI, stave awareness, rhythmic rests and identifying ostinato.</p> <p>To rehearse and refine performance repertoire, preparing confidently for the Christmas performance with improved diction, posture and musical control.</p>
Key Concepts		<p>Listening</p> <p>Performing</p> <p>Musicianship</p> <p>Composing</p>	<p>Listening</p> <p>Performing</p> <p>Musicianship</p>	<p>Singing</p> <p>Listening</p> <p>Performing</p> <p>Composing</p> <p>Musicianship</p>
Lesson outcomes		<p>1.To produce a consistent tone on the instrument using correct embouchure and breathing.</p> <p>2. To understand and apply the concepts of pitch, recognising higher and lower notes when playing and listening.</p>	<p>1. To understand what pulse means in music and identify the steady beat through listening and movement.</p> <p>2. To develop a secure awareness of a steady pulse by playing simple handbell patterns together as a whole-class ensemble.</p>	<p>1.To create and perform musical ideas (lyrics or patterns) while singing in multi-part rounds and exploring rests and melodic shape.</p> <p>2.To build confidence in solo, small-group and ensemble singing while recognising</p>

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		<p>3.To learn how to play the notes C, D and E with reasonable accuracy and control.</p> <p>4.To explore tempo, recognising and responding to music that is faster or slower.</p> <p>5. To read and perform simple rhythms using ta (quarter notes) and ti-ti (paired eighth notes).</p> <p>6. To be introduced to semi-quavers (ti-ki-ti-ki) and use them in simple rhythmic patterns if ready.</p>	<p>3. To play a familiar tune (“Hot Cross Buns”) on handbells with a steady pulse and accurate timing.</p> <p>4. To play chords together and understand the role of a conductor in helping an ensemble stay together.</p> <p>5. To recognise and play rhythmic patterns in 3 beats per bar, including understanding the difference between ta-aa and ta-aa-aa, while keeping in time with a backing beat.</p> <p>6. To internalise the pulse through actions only and perform a confident 2-part round together as a whole class.</p> <p>7. To perform Christmas carols on handbells with confidence and accuracy, maintaining a steady pulse while playing as part of an ensemble.</p>	<p>melodic shape and composing new verses.</p> <p>3. To perform with control of dynamics and tempo and recognise pitch (high/mid/low) through melodic-shape activities.</p> <p>4. To understand basic pitch notation using DO–RE–MI and the staff while learning songs from different cultures.</p> <p>5. To prepare for performance by improving posture, diction and confidence while understanding and performing an ostinato.</p> <p>6. To rehearse and refine all repertoire with accurate singing, musical understanding and readiness for public performance.</p>
Key Vocabulary		Tone Breath Control	Pulse Rhythm	Staccato Legato



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		<p>Note Names Rhythm Dynamics Semi Quavers Stave</p>	<p>Pitch Ensemble Chord Round Conductor Bar Bar line Time signature Ta-aa Ta-aa-aa Backing beat Internalise</p>	<p>Crotchet rest Melodic shape (high/mid/low) Solo / Duo / Trio / Quartet Ostinato DO-RE-MI / Kodály Stave Pitch Expression Performance skills</p>
<p>ACE (Aspire, Collaborate, Experience) links</p>		<p>Aspire: Pupils challenge themselves to read notation and play recognisable notes, building confidence and ambition in music.</p> <p>Collaborate: Children rehearse together, listen to each other, and perform as part of a developing ensemble.</p> <p>Experience: Pupils experience what it feels like to play in a brass group, reading real music and performing simple pieces.</p>	<p>Aspire: Pupils aim to perform accurately and confidently as part of a whole-class ensemble, developing discipline and musical focus.</p> <p>Collaborate: Children work together closely, listening to one another and following a conductor to stay together in rounds, chords and class performances.</p> <p>Experience: Pupils experience the enjoyment and challenge of live ensemble playing, using handbells to perform structured music with others.</p>	<p>Aspire: Pupils strengthen confidence by singing solos, learning new notation skills and preparing polished performance repertoire.</p> <p>Collaborate: Pupils work together to create verses, sing in rounds and rehearse as an ensemble for performance.</p> <p>Experience: Pupils experience performing a full programme of songs, showcasing musical progress in a public setting.</p>

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Spring term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	<p>Handbells 1b</p> <p>Children develop their knowledge of the inter-related dimensions, learn to play handbells and increase their knowledge and understanding of musical notation and rhythms.</p>	<p>Brass (Derbyshire Music Partnership) - Trumpet and trombone.</p> <p>Children learn to play a brass instrument, further develop their knowledge of rhythms and inter-related dimensions, develop their understanding of musical notation and rhythms and play as an ensemble.</p>		<p>Singing – Derby Cathedral Programme</p> <p>The Derby Cathedral music programme is a year-long choral partnership in which pupils develop vocal technique, musical understanding and ensemble performance skills through weekly singing sessions that build towards a public performance.</p>
Crucial Curriculum Content	<p>Develop rhythmic accuracy and control, learning to perform a variety of rhythm notes and sustain bell sounds for a set number of beats.</p> <p>Build composition and decision-making skills, creating four-beat rhythm patterns and choosing how music should be performed.</p> <p>Strengthen ensemble performance skills, rehearsing and performing two-part pieces and preparing music for a mini concert.</p>	<p>To strengthen core musicianship skills including secure awareness of beat/pulse and recognising time signatures (3/4 vs 4/4).</p> <p>To develop instrumental technique, improving embouchure, breath control and consistent tone production while expanding notes C–G.</p> <p>To increase rhythmic fluency through reading, clapping and performing crotchets and quavers in simple patterns.</p>		<p>To strengthen core vocal foundations, including posture, breath support, warm-ups and confident unison singing.</p> <p>To develop musical understanding, including pulse, rhythm, DO-RE-MI pitch hand signs, crotchet/quaver notation, and singing in different languages.</p> <p>To introduce structural elements of music, including bars, barlines, upbeats/downbeats and early time-signature awareness.</p>

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Key Concepts	Listening Composing Performing Musicianship	Listening Performing Musicianship Composing		Singing Listening Musicianship Performing
Lesson outcomes	<p>1.To explore and recognise the elements of music (such as rhythm and expression) through singing and whole-class handbell performance.</p> <p>2. To accurately perform a range of rhythm patterns on handbells while maintaining ensemble timing as a whole class.</p> <p>3. To develop bell-playing technique, learning how to control the length of a ring so that a note lasts for four beats.</p> <p>4. To compose and perform original four-beat rhythm patterns, applying them within a musical structure</p>	<p>1.To reinforce the concept of beat and pulse through listening and playing activities.</p> <p>2. To refine embouchure and breath control to produce a more consistent, clear tone.</p> <p>3. To learn and play the notes C, D and E with accuracy and correct fingering/slide position.</p> <p>4. To begin learning the notes F and G to extend pitch range.</p> <p>5. To read and play rhythms using crotchets and quavers in simple patterns.</p> <p>6. To recognise and respond physically or aurally to pieces in 3/4 and 4/4 time.</p>		<p>1.To reinforce core foundations of singing, including posture, breath support, warm-ups and singing confidently in unison.</p> <p>2. To strengthen musical understanding of pulse, rhythm and notation, including crotchets, quavers and DO-RE-MI hand signs.</p> <p>3. To explore dynamics and tempo in performance, including p/f/pp/ff/mp/mf and Adagio, Allegro, Presto and Lento.</p> <p>4. To develop ensemble skills by singing in rounds and performing new repertoire in different languages (e.g., Frère Jacques, Alouette).</p> <p>5. To understand bars, barlines, upbeats and downbeats, applying this knowledge to new songs and warm-ups.</p>

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	<p>5. To develop ensemble skills by performing in two-part music, listening to and maintaining an independent part.</p> <p>6. To make informed performance decisions and rehearse for a mini concert, developing confidence, musical awareness and a sense of audience.</p>			<p>6. To recognise and perform time signatures, including how beats are organised in 2/4, and to develop confidence with call-and-response singing and breath control.</p>
Key Vocabulary	<p>Call and response Pitch Tempo Dynamics Technique Vocal sounds Rhythm memory Rhythm Sustain Composition Accompaniment Body percussion Concert programme Ready position End freeze</p>	<p>Pulse Embouchure Tone Breath Control Crotchet Quaver $\frac{3}{4}$ time 4/4 time</p>		<p>Posture Breath support Unison Pulse / Rhythm Crotchet / Quaver DO-RE-MI (Kodály) Dynamics (p/f/pp/ff/mp/mf) Tempo (Adagio, Allegro, Presto, Lento) Bars / Barlines Upbeat / Downbeat</p>



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<p>ACE (Aspire, Collaborate, Experience) links</p>	<p>Aspire: Pupils aim to perform with increasing confidence and musical accuracy, preparing polished pieces for an audience.</p> <p>Collaborate: Pupils work together to compose, rehearse and perform, listening carefully to maintain independent parts within an ensemble.</p> <p>Experience: Pupils experience the excitement and challenge of rehearsing for and performing in a live mini concert using handbells.</p>	<p>Aspire: Pupils challenge themselves to improve tone quality and accuracy as they extend their note range.</p> <p>Collaborate: Children rehearse together to maintain a steady pulse and play rhythms in ensemble.</p> <p>Experience: Pupils experience the discipline of real instrumental learning, building confidence as developing brass musicians.</p>		<p>Aspire: Pupils aim high by learning to sing confidently in multiple languages and mastering more advanced notation skills.</p> <p>Collaborate: Pupils collaborate through ensemble singing, rounds, and call-and-response activities that rely on listening to others.</p> <p>Experience: Pupils experience a rich variety of repertoire and new cultural links, enhancing their musical awareness.</p>
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Spring term 2

Year Group	Year 3	Year 4	Year 5	Year 6
<p>Unit Title and description</p>		<p><i>Brass (Derbyshire Music Partnership) - Trumpet and trombone.</i></p> <p>Children learn to play a brass instrument, further develop their knowledge of rhythms and inter-related dimensions, develop their understanding of musical notation and rhythms and play as an ensemble.</p>		<p><i>Singing – Derby Cathedral Programme</i></p> <p>The Derby Cathedral music programme is a year-long choral partnership in which pupils develop vocal technique, musical understanding and ensemble performance skills through weekly singing sessions that build towards a public performance.</p>

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<p>Crucial Curriculum Content</p>		<p>To extend instrumental range and control, playing C–G confidently and exploring extension notes (low A, low B, high A).</p> <p>To develop rhythmic reading and performance, including minims and optional semiquavers.</p> <p>To understand and apply musical elements, including ostinato, major/minor sounds, and composing and evaluating a simple fanfare.</p>		<p>To extend rhythmic fluency, including identifying and performing semiquavers and comparing rhythmic values (crotchet/quaver/semiquaver).</p> <p>To deepen pitch accuracy and part-singing, using DO-RE-MI in groups, rounds in 3 parts and maintaining vocal independence.</p> <p>To refine expressive and ensemble performance, applying dynamics and tempo (including Andante), preparing for summer repertoire and performance expectations.</p>
<p>Key Concepts</p>		<p>Listening Performing Musicianship Composing</p>		<p>Singing Listening Composing Performing Musicianship</p>
<p>Lesson outcomes</p>		<p>1.To consolidate playing C–G and extend to low A, B or high A where appropriate (extension).</p> <p>2. To read and perform longer rhythmic patterns including</p>		<p>1.To develop rhythmic fluency, including identifying and performing semiquavers and comparing crotchet, quaver and semiquaver notation.</p> <p>2. To strengthen pitch accuracy, using DO-RE-MI hand signs and</p>

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		<p>minims (and semiquavers as extension).</p> <p>3. To understand the meaning of an ostinato and identify repeated patterns in music.</p> <p>4. To explore major and minor keys through listening and simple playing tasks.</p> <p>5. To compose a short fanfare using taught notes and simple rhythms.</p> <p>6.To evaluate their fanfare, describing what worked well and what they would improve.</p>		<p>performing short patterns or parts confidently.</p> <p>3. To refine ensemble performance by singing rounds in multiple parts and maintaining independent lines.</p> <p>4. To explore expressive singing, applying appropriate dynamics and tempi (including Andante) to enhance musical meaning.</p> <p>5. To extend repertoire through call-and-response and a cappella singing, and to identify musical elements when listening to recorded music.</p> <p>6. To rehearse and refine all learned repertoire, building confidence, diction, musical understanding and preparation for end-of-term performance.</p>
Key Vocabulary		<p>Minim Semiquavers Ostinato Major Minor Fanfare</p>		<p>Semiquaver Crotchet / Quaver (revision) Time signature DO-RE-MI (pitch groups) Andante Round (2-part / 3-part)</p>

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		Notation Composition		A cappella Diction Tempo / Dynamics
ACE (Aspire, Collaborate, Experience) links		<p>Aspire: Pupils aim high by composing and refining their own brass fanfare using taught notes and rhythms.</p> <p>Collaborate: Children work in small groups to rehearse, combine, or share musical ideas for their compositions.</p> <p>Experience: Pupils experience the excitement of creating original music and hearing their fanfare performed aloud.</p>		<p>Aspire: Pupils challenge themselves by singing confidently in multiple parts and preparing repertoire for larger performances.</p> <p>Collaborate: Pupils work as an ensemble, maintaining independent vocal lines and supporting one another musically.</p> <p>Experience: Pupils experience performing developing repertoire and experimenting with rhythm, harmony and expressive singing.</p>

Summer term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description		<p><i>Brass (Derbyshire Music Partnership) - Trumpet and trombone.</i></p> <p>Children learn to play a brass instrument, further develop their knowledge of rhythms and inter-related dimensions, develop their understanding of</p>	<p><i>Carmen Opera</i></p> <p>Children are introduced to the story of Carmen. They learn songs from the opera and explore the basics of dramatic singing technique and stage a scene.</p>	<p><i>Singing – Derby Cathedral Programme</i></p> <p>The Derby Cathedral music programme is a year-long choral partnership in which pupils develop vocal technique, musical understanding and ensemble performance skills</p>

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		musical notation and rhythms and play as an ensemble.	Royal Opera House National Schools Program Children play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. They listen with attention to detail and recall sounds with increasing aural memory.	through weekly singing sessions that build towards a public performance.
Crucial Curriculum Content		<p>To consolidate core musicianship skills, including steady pulse, recognising metre (3/4 and 4/4), and maintaining correct embouchure.</p> <p>To develop tonal control and accuracy, playing C–G consistently with improved breath control and posture.</p> <p>To increase rhythmic fluency, confidently reading and performing crotchets and quavers and identifying ostinato patterns.</p>	<p>To develop pupils' understanding of opera through learning, singing and interpreting key songs from <i>Carmen</i>, including expressing character through vocal choices.</p> <p>To build performance skills by rehearsing and refining singing, dramatic interpretation and soundscape work as part of a collaborative ensemble.</p> <p>To deepen musical understanding through listening, responding, using musical vocabulary and preparing a structured performance run-through.</p>	<p>To consolidate strong vocal foundations, including posture, breath control, vocal warm-ups and healthy singing habits.</p> <p>To develop pitch accuracy and musicianship, using DO–RE–MI hand signs, pitch ladders and call-and-response singing.</p> <p>To explore musical expression and creativity, applying dynamics, tempo and articulation and creating simple lyric adaptations.</p>
Key Concepts		Listening	Singing	Singing

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		Performing Musicianship Composing	Listening Performing Composing Musicianship	Musicianship Listening Composition
Lesson outcomes		<p>1.To reinforce the concept of beat and pulse through whole-class playing and listening activities.</p> <p>2. To maintain and refine correct embouchure to produce a clear, consistent tone across the note range.</p> <p>3. To consolidate playing the notes C, D and E confidently and reintroduce F and G with accuracy.</p> <p>4.To read and perform rhythmic notation using crotchets and quavers fluently.</p> <p>5. To recognise aurally whether music is in 3/4 or 4/4 time through listening tasks and movement.</p> <p>6. To understand and identify an ostinato as a repeated</p>	<p>1. To learn what opera is and begin learning the “Children’s Chorus” through vocal warm-ups and introduction to the production.</p> <p>2. To understand the plot and characters of <i>Carmen</i> and begin developing a personal character interpretation.</p> <p>3. To learn the “Habanera” and explore how vocal quality can communicate character and emotion.</p> <p>4. To refine both <i>Carmen</i> songs and develop dramatic interpretations, creating a soundscape to link Plot Points 1 and 2.</p> <p>5. To rehearse a staggered run of both songs and the connecting soundscape.</p> <p>6. To perform a complete staggered run of the two songs</p>	<p>1. To reinforce the foundations of singing, including posture, healthy breathing, warm-ups and confident vocal production.</p> <p>2. To secure understanding of pulse and rhythm, distinguishing between steady beat and word rhythm through movement and singing.</p> <p>3. To develop pitch accuracy using DO–RE–MI, including hand signs, pitch ladder work and starting songs on different pitches.</p> <p>4. To sing confidently using call-and-response and a cappella/ accompanied textures, across a growing repertoire of songs.</p>

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		musical pattern in listening and simple performance tasks.	and the soundscape as a developing ensemble.	5. To explore expressive elements, applying dynamics, tempo and articulation choices to warm-ups and songs. 6.To compose and adapt simple lyrics, creating original words within familiar musical structures (e.g. warm-ups and rounds).
Key Vocabulary		Pulse Embouchure Tone Breath Control Crotchet Quaver Ostinato Time Signature (3/4 and 4/4)	Opera Aria Chorus Vocal quality Characterisation Dramatic Interpretation Dynamics Phrasing Soundscape Staggered Run Ensemble Rehearse	Posture Breath support Pulse Rhythm DO-RE-MI Pitch ladder Dynamics (p, f, pp, ff) Articulation (legato, staccato) Call and response A cappella / accompanied
ACE (Aspire, Collaborate, Experience) links		Aspire: Pupils strive to improve control, accuracy and confidence as they refine their brass technique. Collaborate: Children rehearse rhythms and note patterns together, supporting each	Aspire: Pupils aim high by learning challenging operatic music and developing confidence in performing characterful singing. Collaborate: Children work together as an ensemble,	Aspire: Pupils build confidence and ambition by mastering expressive singing and pitch accuracy. Collaborate: Pupils sing together through call-and-response and

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	<p>other to keep pulse and play in unison.</p> <p>Experience: Pupils experience the satisfaction of developing real musical fluency as they revisit and strengthen core skills.</p>	<p>supporting one another through rehearsals, dramatic work and the creation of the soundscape.</p> <p>Experience: Pupils experience the excitement of preparing and performing a staged opera sequence, immersing themselves in professional musical storytelling.</p>	<p>ensemble work, listening closely to others.</p> <p>Experience: Pupils experience creative musical ownership through expressive performance and lyric creation.</p>
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Summer term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	<p><i>Carnival of the Animals</i> Children will embark on a journey through Camille Saint-Saens' 'The Carnival of the Animals'. Through listening, movement, performance and composition, pupils will explore how music can vividly represent the natural world and its creatures.</p>	<p><i>Brass (Derbyshire Music Partnership) - Trumpet and trombone.</i> Children learn to play a brass instrument, further develop their knowledge of rhythms and inter-related dimensions, develop their understanding of musical notation and rhythms and play as an ensemble.</p>	<p><i>Handbells 1b</i> Children develop their knowledge of the inter-related dimensions, learn to play handbells and increase their knowledge and understanding of musical notation and rhythms</p>	<p><i>Singing – Derby Cathedral Programme</i> The Derby Cathedral music programme is a year-long choral partnership in which pupils develop vocal technique, musical understanding and ensemble performance skills through weekly singing sessions that build towards a public performance.</p>
Crucial Curriculum Content	Develop active listening skills by identifying the inter-related dimensions of music alongside using the appropriate musical vocabulary to describe and	To extend instrumental range and fluency, consolidating C–G and exploring extension notes (low A, low B, high A).	Develop rhythmic accuracy and control, learning to perform a variety of rhythm notes and sustain bell sounds for a set number of beats.	To deepen musical understanding, identifying notation features such as time signatures, bar lines and rhythmic symbols.

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	<p>reflect on different movements of the suite.</p> <p>Explore orchestral instrument families and how different instruments produce sound alongside matching instruments to the animals they represent in the music.</p> <p>Compose and perform short musical pieces or soundscapes and express musical ideas through improvisation and group performance.</p>	<p>To develop expressive musicianship, understanding major/minor and reading minims and semiquavers (extension).</p> <p>To create and perform original music, composing, refining and evaluating a brass fanfare and preparing for a public performance.</p>	<p>Build composition and decision-making skills, creating four-beat rhythm patterns and choosing how music should be performed.</p> <p>Strengthen ensemble performance skills, rehearsing and performing two-part pieces and preparing music for a mini concert.</p>	<p>To develop ensemble and part-singing skills, maintaining independent vocal lines in rounds and simple harmony.</p> <p>To rehearse and perform confidently, applying musical vocabulary and expressive control across a wide repertoire.</p>
Key Concepts	<p>Listening</p> <p>Singing</p> <p>Performing</p> <p>Musicianship</p>	<p>Listening</p> <p>Performing</p> <p>Musicianship</p> <p>Composing</p>	<p>Listening</p> <p>Composing</p> <p>Performing</p> <p>Musicianship</p>	<p>Singing</p> <p>Listening</p> <p>Performing</p> <p>Musicianship</p>
Lesson outcomes	<p>1. To understand that sounds can be made in different ways and explore how music is created through tempo, beat and pitch.</p> <p>2. To explore the sounds of different orchestral instruments used in the suite and match them to the animals they represent.</p>	<p>1. To extend fluency across the full Spring-Summer note range, including optional low A, low B and high A for confident players.</p> <p>2. To read and perform longer rhythmic patterns including minims (and semiquavers for extension learners).</p> <p>3. To explore the characteristics of major and</p>	<p>1. To explore and recognise the elements of music (such as rhythm and expression) through singing and whole-class handbell performance.</p> <p>2. To accurately perform a range of rhythm patterns on handbells while maintaining</p>	<p>1. To identify and interpret musical notation, including bar lines, time signatures and rhythmic symbols within known songs.</p> <p>2. To sing in rounds and simple parts, maintaining independent vocal lines with confidence and accuracy.</p>

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	<p>3. To respond to the character of each piece through movement or dance, expressing the mood and personality of the animals.</p> <p>4. To create short musical motifs or soundscapes to represent an animal of their choice, using classroom instruments or body percussion.</p> <p>5. To listen attentively to various movements and articulate their thoughts and feelings about the music using appropriate musical vocabulary.</p> <p>6. To rehearse and perform animal-themed compositions or interpretations in small groups, developing confidence and collaboration skills.</p>	<p>minor keys through listening and simple playing activities.</p> <p>4. To compose a short fanfare using known notes and rhythmic patterns.</p> <p>5. To evaluate the fanfare using musical vocabulary, describing strengths and areas for improvement.</p> <p>6. To rehearse and perform brass music confidently in front of an audience as part of an ensemble.</p>	<p>ensemble timing as a whole class.</p> <p>3. To develop bell-playing technique, learning how to control the length of a ring so that a note lasts for four beats.</p> <p>4. To compose and perform original four-beat rhythm patterns, applying them within a musical structure</p> <p>5. To develop ensemble skills by performing in two-part music, listening to and maintaining an independent part.</p> <p>6. To make informed performance decisions and rehearse for a mini concert, developing confidence, musical awareness and a sense of audience.</p>	<p>3. To apply advanced musical vocabulary, including accelerando, andante and dynamic markings to enhance performance.</p> <p>4. To improve clarity and confidence through diction work, including tongue twisters, solo responses and tempo changes.</p> <p>5. To rehearse a wide repertoire from memory, demonstrating control of pitch, rhythm, dynamics and ensemble awareness.</p> <p>6. To perform confidently as an ensemble, showing musical understanding, expressive singing and performance readiness.</p>
<p>Key Vocabulary</p>	<p>Tempo Beat Pitch</p>	<p>Minim Semiquavers Major</p>	<p>Call and response Pitch Tempo</p>	<p>Time signature Bar line Notation</p>



	<p>Dynamics Timbre Motif Soundscape Ensemble</p>	<p>Minor Fanfare Composition Ensemble Performance</p>	<p>Dynamics Technique Vocal sounds Rhythm memory Rhythm Sustain Composition Accompaniment Body percussion Concert programme Ready position End freeze</p>	<p>Round Part singing Pitch Accelerando Andante Diction Ensemble</p>
<p>ACE (Aspire, Collaborate, Experience) links</p>	<p>Aspire: Develop confidence and creativity by interpreting music through music, dance and composition.</p> <p>Collaborate: Rehearse and perform in small groups.</p> <p>Experience: Use classroom instruments and body percussion to create soundscapes.</p>	<p>Aspire: Pupils aim high by composing and performing an original fanfare for a real audience.</p> <p>Collaborate: Children work together to rehearse, refine and perform their music as part of an ensemble.</p> <p>Experience: Pupils experience the excitement and pride of live performance, showcasing their progress as young brass musicians.</p>	<p>Aspire: Pupils aim to perform with increasing confidence and musical accuracy, preparing polished pieces for an audience.</p> <p>Collaborate: Pupils work together to compose, rehearse and perform, listening carefully to maintain independent parts within an ensemble.</p> <p>Experience: Pupils experience the excitement and challenge of rehearsing for and performing in a live mini concert using handbells.</p>	<p>Aspire: Pupils rise to the challenge of independent part-singing and polished performance.</p> <p>Collaborate: Pupils work as a cohesive ensemble, supporting each other to maintain harmony and structure.</p> <p>Experience: Pupils experience the confidence and pride of preparing for and delivering a high-quality performance.</p>



How each intention is met across units of work

Intention 1: Understand the inter-related musical dimensions.			
Year 3	Year 4	Year 5	Year 6
In Year 3, pupils are introduced to the inter-related musical dimensions, including pulse, rhythm, pitch, tempo and dynamics, through practical music-making such as handbells, movement and listening activities. They begin to understand that music is structured and that sounds can be changed and organised in different ways, developing a basic awareness of how musical elements work together.	In Year 4, pupils apply their understanding of the inter-related musical dimensions through sustained instrumental learning on brass instruments. They deepen their understanding of pitch, rhythm, dynamics and tempo, making direct links between notation, physical technique (posture and embouchure) and sound production, while developing ensemble skills such as playing in time and following a conductor	In Year 5, pupils reinforce and extend their understanding of the inter-related musical dimensions, with greater fluency and control across pitch, rhythm, tempo, dynamics and timbre. They apply these elements more independently when performing and composing on handbells and through vocal work, including exploring how musical choices can represent character, emotion and musical storytelling, particularly within the <i>Carmen</i> opera unit.	In Year 6, pupils demonstrate expressive and interpretive mastery of the inter-related musical dimensions, including legato, staccato, crescendo and diminuendo, alongside all previously learned elements. They understand how musical dimensions are used deliberately to create mood, atmosphere and expressive impact, synthesising all prior learning into confident, polished and interpretive performances

Intention 2: Develop a knowledge of musicians and composers from both history and modern day.			
Year 3	Year 4	Year 5	Year 6
Pupils begin to develop an awareness that music is created by composers and musicians by listening to and recognising the work of notable composers such as Grieg, Tchaikovsky and Saint-Saëns. Through listening activities and discussion, pupils learn that music can come from different times and contexts and begin to describe what they hear using simple musical language.	Pupils broaden their understanding of musicians and composers through instrumental work, recognising that music is written for different instruments and ensembles. As they learn brass instruments, pupils explore how composers write music specifically for brass and how musicians interpret music through performance, developing an appreciation of music from different traditions and performance styles.	In Year 5, pupils develop a deeper understanding of composers and musical styles through focused study, including learning about opera and the work of Georges Bizet through <i>Carmen</i> . They explore how historical and cultural contexts influence music and how composers use musical elements to tell stories, express character and communicate emotion.	In Year 6, pupils extend their knowledge of musicians and composers across a wide range of styles, genres and time periods through the Derby Cathedral singing programme. They explore both historical and modern repertoire, understanding how music has evolved over time and how composers and performers use musical elements to create meaning, mood and atmosphere in different contexts.



Intention 3: Learn a musical instrument.			
Year 3	Year 4	Year 5	Year 6
Children are introduced to learning a musical instrument through handbells, developing the basic techniques of holding, controlling and sounding the instrument correctly. They learn to play in time with others, follow a conductor and perform simple rhythmic and melodic patterns as part of a whole-class ensemble, laying strong foundations for instrumental learning.	Pupils learn a brass instrument (trumpet or trombone) across the entire academic year, receiving sustained and progressive instrumental tuition. They develop correct posture, embouchure, breath control and tone production while learning to read standard notation and perform confidently as part of a brass ensemble.	In Year 5, pupils revisit and further develop their instrumental skills through more advanced handbell playing, refining technique, accuracy and musical expression. They apply their growing understanding of the inter-related musical dimensions to ensemble performance, composition and rehearsal, while also integrating singing through operatic and expressive vocal work.	In Year 6, pupils consolidate and refine their instrumental abilities, demonstrating confident and expressive handbell performance using techniques such as legato, staccato, crescendo and diminuendo. They apply instrumental skills with independence and musical maturity, performing as part of an ensemble with a clear awareness of mood, atmosphere and audience.

Intention 4: Create original and imaginative pieces.			
Year 3	Year 4	Year 5	Year 6
In Year 3, pupils are introduced to musical creativity through structured opportunities to explore and experiment with sound using their voices, body percussion and handbells. They improvise and create short, simple musical patterns, developing confidence in expressing musical ideas and understanding how sound can be organised.	In Year 4, pupils develop creativity within a more structured framework through instrumental learning on brass instruments. They begin to create short musical phrases using limited note sets and rhythmic patterns, using their understanding of pitch, rhythm and notation to support simple composition and improvisation.	In Year 5, pupils create more developed and imaginative compositions, using handbells and vocal work to explore structure, repetition and contrast. Through operatic learning in <i>Carmen</i> , pupils compose with dramatic intent, using music to represent character, mood and storytelling, and refine their ideas through rehearsal and performance.	In Year 6, pupils compose original and expressive musical pieces with increased independence and confidence. They deliberately select and apply musical elements such as dynamics, articulation, tempo and structure to shape mood and atmosphere, refining and performing their compositions with a clear sense of purpose.

Intention 5: Use notation to record and express musical compositions.			
Year 3	Year 4	Year 5	Year 6
pupils are introduced to the idea that music can be recorded and remembered using symbols. They begin	Children develop their ability to read and use standard musical notation, including crotchets, minims and	In Year 5, pupils apply notation more independently, using rhythmic and pitch notation together to record, rehearse	Pupils use notation confidently and independently to plan, develop and refine original compositions. They



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to recognise and use simple rhythmic notation and graphic representations to record short patterns and motifs, developing an understanding of how musical symbols represent sound.	quavers, as part of their year-long brass tuition. They use notation to support instrumental performance and ensemble playing, making clear links between written symbols, timing and sound production.	and refine handbell compositions. Notation is used as a tool to support structure, rehearsal and performance, helping pupils to communicate musical ideas clearly.	incorporate expressive markings such as dynamics, articulation and tempo into their scores, using notation purposefully to communicate musical intent, mood and atmosphere.
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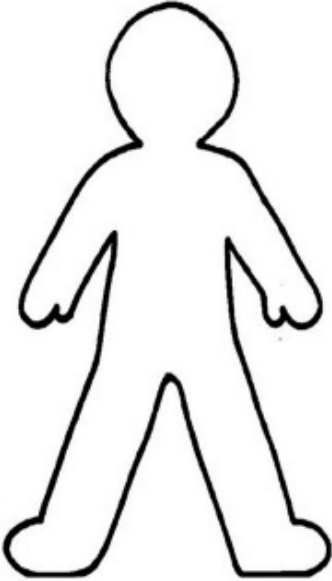
Intention 6: Develop singing technique and have opportunities to perform.			
Year 3	Year 4	Year 5	Year 6
Pupils are introduced to singing as a shared musical activity, developing confidence through singing familiar songs together in class and whole-school contexts. They begin to develop basic singing technique, including awareness of pitch and pulse, and have opportunities to perform as part of group performances such as end-of-term celebrations, helping to build early performance confidence.	In Year 4, singing continues alongside instrumental learning, with pupils maintaining and developing vocal skills through regular singing in lessons and assemblies. While the focus shifts towards brass performance, pupils continue to sing as part of the wider musical curriculum and participate in group performances that support ensemble awareness and confidence.	Children develop singing technique more explicitly, refining control of pitch, rhythm, breath and expression through more demanding vocal work. This includes singing in rounds and learning songs from <i>Carmen</i> , where pupils use their voices expressively to communicate character and emotion, culminating in performance opportunities that combine musical accuracy with dramatic intent.	In Year 6, pupils further refine their singing technique through regular, sustained vocal work as part of the Derby Cathedral singing programme. They develop clear diction, controlled tone and the ability to maintain an independent vocal part in ensemble singing, performing confidently and expressively in a range of contexts, including public performances, with a strong awareness of audience and musical impact.

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End Points/Impact

<p><u>1. Inter-Related Musical Dimensions</u></p> <p>A great year 3 musician will recognise and describe basic inter-related musical dimensions such as pulse, rhythm, pitch, tempo and dynamics. They can keep a steady pulse, identify changes in sound, and understand that music is structured and organised, demonstrating this through handbell playing, movement, listening and simple performance activities.</p>	<p><u>A great Musician in Year 3</u></p> 	<p><u>4. Create original and imaginative pieces</u></p> <p>A great year 3 musician can experiment creatively with sound using their voices, body percussion and handbells. They can improvise and create short, simple musical ideas, showing an understanding that music can be organised to express ideas and feelings.</p>
<p><u>2. Knowledge of Musicians and Composers</u></p> <p>A great year 3 musician will recognise that music is created by composers and musicians and can identify and recall music by composers such as Grieg, Tchaikovsky and Saint-Saëns. They understand that music comes from different times and contexts and can talk about what they hear using simple musical vocabulary.</p>		<p><u>5. Notation</u></p> <p>A great year 3 musician will recognise that music can be recorded using symbols and pictures. They can use simple rhythmic symbols and graphic notation to represent short musical patterns or ideas, understanding that notation is a way of recording and remembering sound.</p>
<p><u>3. Learn a Musical Instrument</u></p> <p>A great year 3 musician can play the handbells using correct basic technique and produce controlled sounds. They can play simple rhythmic and melodic patterns in time with others, follow a conductor and perform confidently as part of a whole-class ensemble, demonstrating early instrumental coordination and listening skills.</p>		<p><u>6. Singing technique</u></p> <p>A great year 3 musician can sing confidently as part of a group, keeping a steady pulse and matching pitch within a limited range. They begin to use their voices expressively and have taken part in group performances, developing early confidence in singing to an audience.</p>



1. Inter-Related Musical Dimensions

A great year 4 musician will apply their understanding of the inter-related musical dimensions through instrumental performance on brass instruments. They recognise how pitch, rhythm, tempo and dynamics are represented in notation and can link physical technique (posture, embouchure and breath control) to sound production, showing increasing accuracy when playing as part of an ensemble.

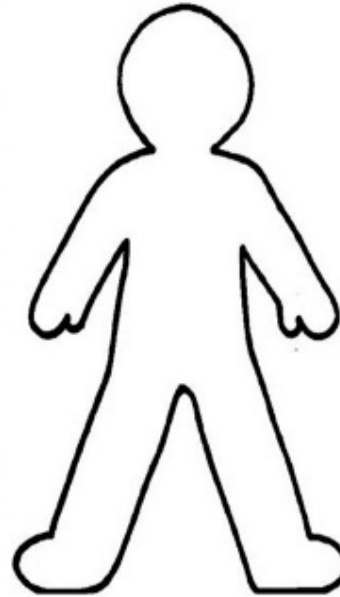
2. Knowledge of Musicians and Composers

A great year 4 musician will understand that composers write music for specific instruments and ensembles and that musicians interpret this music in performance. Through brass tuition, pupils develop an appreciation of music written for different instruments and styles, recognising that composers' choices affect how music sounds and is performed.

3. Learn a Musical Instrument

A great year 4 musician can play a brass instrument (trumpet or trombone) with correct posture, embouchure and breath control. They can produce accurate sounds, read and perform from standard notation (including crotchets, minims and quavers) and play confidently as part of a brass ensemble while listening to others and following a conductor.

A great Musician in Year 4



4. Create original and imaginative pieces

A great year 4 musician can create simple, structured musical phrases using a limited range of notes and rhythms, particularly through brass tuition. They can improvise and compose within clear boundaries, using their understanding of pitch and rhythm to shape short musical ideas.

5. Notation

A great year 4 musician can read and perform from standard rhythmic notation, including crotchets, minims and quavers, particularly through their brass learning. They understand how notation represents timing and pitch and can use written music to support ensemble performance and rehearsal.

6. Singing technique

A great year 4 musician will continue to sing accurately and confidently within a group, using their voices to support wider musical learning. They participate in performances with growing confidence, demonstrating secure vocal control within ensemble contexts.



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1. Inter-Related Musical Dimensions

A great year 5 musician will apply the inter-related musical dimensions with greater fluency and control, including pitch, rhythm, tempo, dynamics and timbre. They understand how musical elements can be combined to create character, mood and musical storytelling, using this knowledge confidently in handbell performance, composition and vocal work such as *Carmen*.

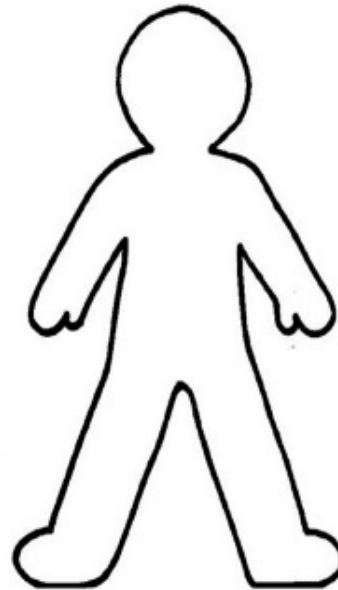
2. Knowledge of Musicians and Composers

A great year 5 musician will explain how music reflects its historical and cultural context, developing knowledge of composers such as Georges Bizet through the study of *Carmen*. They understand that composers use musical elements deliberately to convey character, mood and storytelling, and can discuss how style and purpose influence musical choices.

3. Learn a Musical Instrument

A great year 5 musician can perform confidently on handbells with improved accuracy, control and expression. They can play rhythms, melodies and chords, rehearse and refine ensemble pieces and apply their understanding of musical elements more fluently when performing and composing.

A great Musician in Year 5



4. Create original and imaginative pieces

A great year 5 musician can create more developed and imaginative compositions, using structure, repetition and contrast. They can compose with purpose, using music to represent mood, character or story, and are able to rehearse and refine their ideas before performance.

5. Notation

A great year 5 musician will use rhythmic and pitch notation together to record and refine musical ideas. They can notate short compositions or patterns for handbells or voice and use notation as a tool to rehearse, improve and perform their music more accurately.

6. Singing technique

A great year 5 musician will demonstrate improved singing technique, including control of pitch, rhythm, breath and expression. They can sing in rounds and more demanding repertoire, using their voices to communicate character and emotion, and perform confidently in both vocal and combined musical performances.

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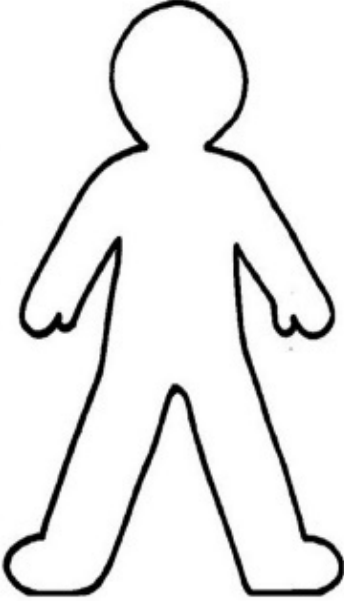
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<p><u>1. Inter-Related Musical Dimensions</u></p> <p>A great year 6 musician will demonstrate a secure and expressive understanding of the inter-related musical dimensions, including advanced expressive features such as legato, staccato, crescendo and diminuendo. They can explain how musical elements work together to create mood, atmosphere and impact, and apply this understanding independently in confident, polished and expressive performances.</p>	<p><u>A great Musician in Year 6</u></p> 	<p><u>4. Create original and imaginative pieces</u></p> <p>A great year 6 musician can compose original and expressive musical pieces with confidence and independence. They use musical elements deliberately to create mood and atmosphere and can refine, rehearse and perform their compositions with clear expressive intent and musical maturity.</p>
<p><u>2. Knowledge of Musicians and Composers</u></p> <p>A great year 6 musician will demonstrate a broad and secure knowledge of musicians and composers from a range of historical periods, traditions and contemporary contexts. Through the Derby Cathedral programme, they understand how music has evolved over time and can explain how composers and performers use musical elements to create meaning, atmosphere and expressive impact.</p>		<p><u>5. Notation</u></p> <p>A great year 6 musician will use notation confidently and independently to plan, develop and communicate musical ideas. They can include expressive markings such as dynamics, articulation and tempo, using notation to clearly express musical intent, mood and atmosphere within polished performances and compositions.</p>
<p><u>3. Learn a Musical Instrument</u></p> <p>A great year 6 musician will demonstrate confident and expressive instrumental performance, applying advanced techniques such as legato, staccato, crescendo and diminuendo. They can play independently and as part of an ensemble with musical maturity, using instrumental skills to create mood, atmosphere and polished performances.</p>		<p><u>6. Singing technique</u></p> <p>A great year 6 musician can sing with refined technique, including clear diction, controlled tone and the ability to maintain an independent part within multi-part singing. They perform confidently and expressively in a range of contexts, with clear awareness of audience, musical impact and performance quality.</p>

Our ACE Curriculum

Aspire★Collaborate★Experience

National Curriculum for KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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

National Curriculum for KS1

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.

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What Music looks like at Cavendish Close

Music at Cavendish Close Junior Academy is taught as a practical, progressive and inclusive subject that enables children to aspire, collaborate and experience music in a wide variety of ways. Across the school, pupils receive one hour of music teaching per week over three half terms each year, ensuring sustained opportunities to develop musicianship, creativity and performance skills. Year 6 pupils receive 30 minutes of music every week for the full academic year, allowing for consistent refinement of singing technique, ensemble skills and preparation for performance. Year 4 pupils receive a full year of specialist brass tuition, learning either trumpet or trombone with an external music provider. This gives all pupils the opportunity to learn a musical instrument, develop resilience, concentration and technical skill, and perform as part of an ensemble while reading and using musical notation.

In line with our curriculum intent, music lessons develop pupils' understanding of the inter-related dimensions of music, including pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure. Children are given regular opportunities to listen, perform, compose and evaluate, building a secure musical vocabulary and the confidence to talk about music accurately and thoughtfully. Across all year groups, pupils take part in units that develop: singing technique and vocal confidence; instrumental performance; original composition and improvisation; notation reading and recording and ensemble and rehearsal skills. Every year group has the opportunity to perform to an audience, either at the end of a unit, term or academic year. Performances may include class showcases, instrumental concerts, operatic productions, handbell performances or whole-school singing events, supporting confidence, stage presence and musical pride.

Alongside curriculum lessons, pupils participate in weekly music assemblies led by the music leads. In these assemblies, children: sing regularly in unison and rounds; consolidate key musical vocabulary and concepts; learn about musicians, composers and musical periods and experience music from different cultures and traditions. Music learning is captured using iPads to record audio and video, which is shared with parents via ClassDojo, celebrating progress and performance outcomes. As music is a fully practical subject, work is not recorded in books in the same way as other subjects. Evidence of learning is demonstrated through: live and recorded performances; ensemble rehearsals; composition and improvisation; listening and responding activities and evaluation and discussion using musical language.

Music at CCJA promotes the enjoyment of music, nurturing confident performers, thoughtful listeners and creative composers, ensuring all children leave as ACE musicians who understand, value and enjoy music.

Our ACE Curriculum

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