

At St Aloysius, our exceptional education is ambitious; we hold high expectations for all of our pupils and learning is clearly sequenced to ensure that they leave our school fully prepared for the opportunities and challenges they may face in their future and in all they aspire to do. We foster a love of learning, where pupils mature into enthusiastic, resilient learners. Our broad and balanced curriculum is planned to enable progression in key knowledge and subject specific skills from Early Years all the way through to Year 6. Content is sequenced to ensure that component knowledge leads to conceptual understanding; pupils are encouraged to make connections across year groups and subjects, therefore enabling them to think more deeply and interrogate subject matter. Key threshold concepts are woven through subjects to allow pupils to make meaningful links between current learning and that which came before. We provide pupils with regular opportunities to retrieve and recall prior learning, thus committing learning to their long-term memory.

### Curriculum Coverage

Threshold Concepts		Pulse	Rhythm	Melody	Active Listening and Appraising	Performing	Singing	Composition
Upper KS2	Y6	Independently perform 2/4 ¾ 4/4 at varied tempos Solo and in ensemble	Performing on beat and syncopated rhythms within 2/4, ¾ and 4/4 time signatures. Perform 4 bar phrases Crochet, quavers, minims, dotted crotchet and equivalent rests.	To perform using an octave fluently Piece using repetition, mainly stepwise.	Recognise: 3 different tempos key melody instruments/typical genres and instruments styles of Music mood and emotion	Octave range Perform with accuracy and expression Solo and as an ensemble Respond to conductor Different performance opportunities	Singing musically within an octave and include extended harmony. Respond to the performance direction of the piece e.g. phrasing	Extended pieces of music using 8 notes and a variety of rhythms, tempos and time signatures.
	Y5	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures	<i>On an instrument</i> Syncopation Dotted rhythms 2/4, ¾, 4/4 2 tempi	5 – 8 notes (or 4 chords) Capture in different formats for recreation.	Pick out and perform syncopated rhythms  Why does music use those types of rhythms?	Perform 5 – 8 notes or chord progressions (up to 2 chords per bar) And more complex rhythms	5 – 8 note ranges Follow the contour of the melody and react to changes in pitch To perform in turn, accurately and with expression Perform in 2-part harmony in contrasting parts.	Between 5 -8 notes Up to 4 bar melodies Different tempos and time signatures Include syncopation
Lower KS2	Y4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany	Syncopation Dotted rhythms 2/4, ¾, 4/4 tempi	5 notes or 4 chords	Compare pieces of music from different traditions contain 2 or more different parts	Perform up to 5 notes melodies (or up to 4 chords) and more complex rhythms	Sing pieces in 2 part that have contrasting melodies and countermelodies with a range of 5 notes	5 notes More developed rhythmic patterns up to 4 bars
	Y3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos	Crochet, quaver, minim, semi-breve, rests	Perform 3 notes from notation Simple rhythms and rests.	Identify and describe musical features from different traditions. Sing/playback heard melodies.	Use tuned perc. Melodic instruments and the voice to perform 3 note melodies and simple rhythms	Sing songs and folk rounds whilst accompanied by ostinatos from the group	Create basic 3 notes tunes Simple rhythms Crochet, quavers, minims and rests
KS1	Y2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)	2 bar repetition using crotchets, quavers and minims	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims	Identify where elements change Replicate change in performance	Play at least 2 bar phrases on untuned percussion and body percussion	Sing simple songs and folk songs in rounds accurately.	Repeat basic longer rhythms from memory At least 2 bars Add imitations of rhythms

	Y1	Keep a steady pulse in a group and be able to pick out two different tempos in music	1 bar repetition using crotchets, quavers and minims	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids	Identify features of a range of high quality and recorded music Replicate basic rhythms heard.	Play basic rhythms on untuned percussion instruments and use body percussion. Repetition	Sing simple folk tunes in unison both with and without accompaniment or backing tracks	Improvise Simple rhythms based on given stimuli (e.g. rhythm grids)
EYFS	<p>In Early Years, Music is taught through the Expressive Arts and Design, Communication and Language, PSED and Physical Development areas of learning.</p> <p>Whilst in Reception, children will learn to:</p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p style="text-align: center;"><i>Children explore music through their continuous provision but also through discrete music lessons as well as daily story, song, rhyme time.</i></p>							
	Rec	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		<p><b>Rhyme Time</b> Children will learn how to sing a wide range of nursery rhymes.</p>	<p><b>Moving to the beat</b> Children will move to their songs, exploring how movements might change depending on tempo.</p>	<p><b>Play Along</b> Children will introduce musical instruments to their songs focussing on keeping the beat</p>	<p><b>Instrument Study</b> Children will look at a variety of instruments and explore the sounds they make.</p>	<p><b>Performing</b> Children create their own music using the instruments they have studied.</p>	<p><b>Instrument Inspiration</b> Children to create their own musical instruments for a performance</p>	
	<p>Whilst in Nursery, children will learn to:</p> <ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> </ul> <p style="text-align: center;"><i>Children explore music through their continuous provision but also through daily story time, singing time, rhyme time, helicopter stories, poetry basket which are planned around the following themes.</i></p>							
Nur	<p><b>About Me</b> Songs include: Happy and You Know It. Head Shoulders Knees and Toes.</p>	<p><b>Let's Celebrate</b> Songs include: Happy Birthday Christmas songs</p>	<p><b>Superheroes</b> Songs include: If You're Super and You Know It 1-10 Super Song</p>	<p><b>Growing</b> Songs include: Tiny Caterpillar on a Leaf I'll plant a little seed</p>	<p><b>Our World and Beyond</b> Songs include: Planet song Twinkle twinkle One little, two little, three little planets</p>	<p><b>Holiday Time</b> Songs include: One, two, three, four, five Row, row, row your boat</p>		