

Music Key Stage 2

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 Music is formed of 18 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Pulse and Metre 1	Year 3	6
2 Timbre 1	Year 3	6
3 Rhythm 1	Year 3	6
4 Pitch	Year 3, Year 4	6
5 Texture	Year 3, Year 4	6
6 Musical processes	Year 3, Year 4	6
7 Pulse and Metre 2	Year 4	6
8 Timbre 2	Year 4	6
9 Rhythm 2	Year 4	6

10	Duration	Year 5	6
11	Timbre 3	Year 5	6
12	Rhythm 3	Year 5	6
13	Tonality	Year 5, Year 6	6
14	Structure	Year 5, Year 6	6
15	Beat, pulse, rhythm, structure	Year 5, Year 6	7
16	Metre	Year 6	6
17	Harmony	Year 6	6
18	Rhythm 4	Year 6	6





3. Lessons

Unit 1 Pulse and Metre 1

6 Lessons

Lesson number	Lesson question	Pupils will learn
1.	Understanding pulse and rhythm	<ul style="list-style-type: none">In this lesson, we will explore steady beats known as 'pulse', and explore rhythm.
2.	Exploring 4 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore how music is organised and look at music with 4 beats in a bar.
3.	Exploring 2 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore music structured with 2 beats in a bar.
4.	Exploring 3 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore music structured with 3 beats in a bar.
5.	Exploring 6 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore music structured with 6 beats in a bar.

6. **Recognising time signatures**

- In this lesson, we will recognise and identify how many beats are in each bar for different pieces of music.
-



Unit 2 Timbre 1

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Body percussion basics	<ul style="list-style-type: none">In this lesson, we will get to know the basics of body percussion such as clapping and stomping rhythms.
2.	Exploring different sounds	<ul style="list-style-type: none">In this lesson, we will explore different rhythms in percussive music.
3.	Developing body percussion (Part 1)	<ul style="list-style-type: none">In this lesson, we will develop our body percussion skills and reading music notation.
4.	Developing body percussion (Part 2)	<ul style="list-style-type: none">In this lesson, we will improve our body percussion skills even further by combining sounds into longer phrases.
5.	Composing a body percussion piece	<ul style="list-style-type: none">In this lesson, we will use body percussion to create a piece of music.
6.	Compose and perform your body percussion piece	<ul style="list-style-type: none">In this lesson, we will complete our composition and perform our body percussion piece.

Unit 3 Rhythm 1

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Understanding pulse and rhythm	<ul style="list-style-type: none">In this lesson, we will find the pulse in songs and explore rhythm.
2.	Basic notation	<ul style="list-style-type: none">In this lesson, we will explore some basic notation and read some rhythms.
3.	Reading simple rhythms	<ul style="list-style-type: none">In this lesson, we will explore the semi-quaver and read more simple rhythms.
4.	Developing rhythm reading	<ul style="list-style-type: none">In this lesson, we will learn the symbol for silence (a rest) and continue to develop our rhythm reading skills.
5.	Composing rhythms	<ul style="list-style-type: none">In this lesson, we will learn another new note (the semibreve) and compose a rhythmic piece.
6.	Performing rhythms	<ul style="list-style-type: none">In this lesson, we will complete and perform our composition.

Unit 4 Pitch

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	What is pitch?	<ul style="list-style-type: none">In this lesson, we will recap our learning on pitch. We will look at what pitch is and how we can recognize high, middle and low sounds.
2.	High sounds	<ul style="list-style-type: none">In this lesson, we will explore what types of instruments make high pitched sounds and how these can be used in a musical story.
3.	Low sounds	<ul style="list-style-type: none">In this lesson, we will explore what types of instruments make low pitched sounds and how this can be used in a musical story.
4.	Low and high sounds	<ul style="list-style-type: none">In this lesson, we will explore how high and low pitches can work together to create a musical story.
5.	Following the pitch	<ul style="list-style-type: none">In this lesson, we will learn and practise how to follow the pitch of a piece of music.

6. **Creating high and low sounds**

- In this lesson, we will create low and high pitched sounds using objects.
-



Unit 5 Texture

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Thin or rich textures	<ul style="list-style-type: none">In this lesson, we will learn about what texture is and we will explore how to recognise thin or rich textures.
2.	Monophonic texture	<ul style="list-style-type: none">In this lesson, we will learn about how we can recognise, perform and create monophonic textures in our music.
3.	Homophonic texture	<ul style="list-style-type: none">In this lesson, we will learn about how we can recognise, perform and create homophonic textures in our music.
4.	Polyphonic texture	<ul style="list-style-type: none">In this lesson, we will learn about how we can recognise, perform and create polyphonic textures in our music.
5.	Melody and Accompaniment	<ul style="list-style-type: none">In this lesson, we will learn about how we can recognise, perform and describe what melody and accompaniment is.

6.

Mixing textures

- In this lesson, we will learn about how musicians create different layers of sounds so that their music has different textures.
-



Unit 6 Musical processes

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Ostinati - repeating patterns	<ul style="list-style-type: none">• In this lesson, we will have an introduction to musical ostinati - repeating patterns of notes.
2.	Vocal ostinati - repeating patterns using our voices	<ul style="list-style-type: none">• In this lesson, we will continue our learning about ostinati and create melodic repeating patterns.
3.	Instrumental ostinati - ground bass	<ul style="list-style-type: none">• In this lesson, we will play our own melodic ostinati.
4.	Introducing musical drones	<ul style="list-style-type: none">• In this lesson, we will introduce a new musical process - the drone.
5.	Drones and pedal notes	<ul style="list-style-type: none">• In this lesson, we will continue to learn about how to use drones as an accompaniment.
6.	Composing accompaniments using ostinati and drones	<ul style="list-style-type: none">• In this lesson, we will use our knowledge of drones and ostinati to accompany a piece of music.

Unit 7 Pulse and Metre 2

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Understanding pulse and rhythm	<ul style="list-style-type: none">In this lesson, we will find the pulse and explore rhythm of a piece of music.
2.	Exploring 4 beats and 2 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore how music is organised and look at music with 4 beats and 2 beats in a bar.
3.	Exploring 3 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore music with 3 beats in a bar, using body percussion to keep in time.
4.	Exploring 6 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore music with 6 beats in a bar, using body percussion to keep in time.
5.	Exploring 5 beats in a bar	<ul style="list-style-type: none">In this lesson, we will explore music with 5 beats in a bar, using body percussion to keep in time.
6.	Recognising time signatures	<ul style="list-style-type: none">In this lesson, we will identify how many beats are in each bar for different pieces of music.

Unit 8 Timbre 2

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Exploring percussion	<ul style="list-style-type: none">In this lesson, we will explore pitched and non-pitched percussion.
2.	Home percussion	<ul style="list-style-type: none">In this lesson, we will use percussion from around our home to perform music.
3.	Body Percussion (Part 1)	<ul style="list-style-type: none">In this lesson, we will explore the basics of body percussion and practise performing different rhythms.
4.	Body Percussion (Part 2)	<ul style="list-style-type: none">In this lesson, we will develop our body percussion skills with more complex rhythms.
5.	Beatboxing basics	<ul style="list-style-type: none">In this lesson, we will explore the basics of vocal percussion known as beatboxing.
6.	Developing beatboxing	<ul style="list-style-type: none">In this lesson, we will develop our beatboxing skills and perform a piece.

Unit 9 Rhythm 2

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Pulse and rhythm	<ul style="list-style-type: none">In this lesson, we will learn about pulse and rhythm. We will learn some new songs and keep a steady pulse. We will then use musical symbols to perform rhythms. To finish there is a quiz to test your knowledge!
2.	Improvising rhythmic patterns	<ul style="list-style-type: none">In this lesson, we will begin to clap rhythmic patterns in a call and response pattern. We are going to learn what improvising means and how to create a rhythmic improvisation pattern. We will also revisit our song and make up some body percussion patterns to fit the pulse.
3.	Improvising in a piece of music	<ul style="list-style-type: none">In this lesson, we will review the term 'improvise' and return to the song 'Step Back Baby' to improvise and create a rhythmic backing. We will learn a new 'call and response' song from Ghana and complete a quiz.



4. Using call and response in Samba music

- In this lesson, we will be looking at Samba music and layering different rhythms over the top of each other. We will learn a new 'call and response' song and carry on improvising in different ways; learning tips and tricks; with songs and pieces of music.
-

5. Improvising in a Samba style

- In this lesson, we will continue to learn about different call and response sections and learn a new song 'Halima Pakasholo'. We will use instruments to create Samba breaks and improvised sections and we will finish with a quiz.
-

6. Summarising your learning on improvising

- In this lesson, we will recap our learning in the unit. We will finish the song Halima Pakasholo and perform it with improvised responses. We will play a new 'switch game' and finish with a quiz to consolidate your learning from this unit.
-

Unit 10 Duration

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	To understand how to maintain the pulse using the voice and body	<ul style="list-style-type: none">In this lesson, we will include a fun warm-up and learn a song from Brazil through performing rhythm and pulse simultaneously, with an added challenge at the end!
2.	To understand the difference between on and off beats	<ul style="list-style-type: none">In this lesson, we will learn a body percussion pattern; explore graphic notation to help us perform on and off beat rhythms; and complete a challenge at the end!
3.	To explore on and off beats in different musical styles	<ul style="list-style-type: none">In this lesson, we will consolidate some of the learning from the previous lesson. We will explore how off beats can be found in different musical styles.
4.	To understand syncopated rhythms	<ul style="list-style-type: none">In this lesson, we will learn a traditional song from Nigeria, followed by an exploration of syncopated rhythms.
5.	To explore ostinatos	<ul style="list-style-type: none">In this lesson, we will perform a welcome song, 'Funga Alafia', followed by an exploration of ostinatos - repeated rhythms or patterns.

6. To understand polyrhythms

- In this lesson, we will consolidate ostinatos, then we will learn and perform polyrhythms using body percussion and grid notation.
-





Lesson number	Lesson question	Pupils will learn
1.	To classify instruments	<ul style="list-style-type: none">In this lesson, we will begin with a warm-up song. Then we will explore the families of the orchestra - in particular, the percussion family. Lastly, we will explore how the instruments are classified and sort some of our own sound sources in the home based on their timbre.
2.	To imitate world percussion using sound sources in the home	<ul style="list-style-type: none">In this lesson, we will begin with a warm-up song. Then we will explore the families of the orchestra - in particular, the percussion family. Lastly, we will explore how the instruments are classified and sort some of our own sound sources in the home based on their timbre.
3.	To enhance a performance using sound sources at home	<ul style="list-style-type: none">In this lesson, we will perform a two-part warm-up, followed by an exploration into ways to enhance a performance using sound sources from the home.
4.	To understand the role of percussion in programmatic music	<ul style="list-style-type: none">In this lesson, we will learn the ostinato pattern from Mars: The Bringer of War by Gustav Holst and perform a piece using our homemade instruments.

5. To compose rhythmic ostinato patterns

- In this lesson, we will use ostinato body percussion to compose rhythmic patterns inspired by Mars: The bringer of war.



6. To structure a piece of music

- In this lesson, we will structure our own piece of music based on the Planet Suite by Gustav Holst and use homemade instruments to perform it.
-



Lesson number	Lesson question	Pupils will learn
1.	To learn ostinato patterns inspired by West African drumming	<ul style="list-style-type: none"> In this lesson, we will be introduced to West African drumming traditions, and the opportunity to practise and perform ostinatos and signals.
2.	To structure and perform a piece inspired by West African drumming	<ul style="list-style-type: none"> In this lesson, we will begin with a call and response warm-up. Then we will review the ostinatos and signals learnt in the previous lesson. Following this, we will develop our understanding of cross-rhythms, culminating in planning a performance.
3.	To understand how rhythmic cycles feature in Indian classical music	<ul style="list-style-type: none"> In this lesson, we will begin with a traditional Indian lullaby, followed by learning the key features of Indian classical music, and how to clap the Tala cycles. Following this, we will compose a Tala cycle.
4.	To perform a ṭukḍā in a rhythmic cycle	<ul style="list-style-type: none"> In this lesson, we will begin with the Indian lullaby from the previous lesson sung in canon, followed by a review of Tin Tal. Then, we will learn to speak a composition, and perform it within the Tin Tal cycle.

5. To explore key characteristics of Samba

- In this lesson, we will perform a Brazilian call and response song. We will be introduced to Samba and its origins, an exploration of its key characteristics and a performance of a four-part polyrhythm.



6. To understand the different elements of a Samba performance

- In this lesson, we will practise typical Samba call and response patterns, revisit our 'Samba Groove' and put together a performance.
-

Unit 13 Tonality

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Recognising melody	<ul style="list-style-type: none">In this lesson, we will be introduced to melody; how it is made, why it is used and where we often hear it. We will be singing together and listening to a musical extract.
2.	Constructing and playing a melody using a scale	<ul style="list-style-type: none">In this lesson, we will learn how to play a melody on a xylophone (or an interactive xylophone). This lesson contains the optional use of an external website. Oak National Academy are not responsible for third party content.
3.	Magical stories and tone poems	<ul style="list-style-type: none">In this lesson, we will learn how composers use melody within music to tell a story or express an emotion.
4.	Melody and tonality	<ul style="list-style-type: none">In this lesson, we will explore the effect of moving between major and minor keys on emotional response.
5.	Spreading the news and telling a tale - the passing down of tunes in folk song	<ul style="list-style-type: none">In this lesson, we will explore how folk tunes have been learned throughout time and how subjects for song tales were invented.

6.

**Renaissance and Baroque variations,
opera arias and jazz scat - show off that
melody!**

- In this lesson, we will explore the limitations of our voices as we explore different ways to show off melodies and improvise tunes.
-



Unit 14 Structure

6 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Binary form	<ul style="list-style-type: none">In this lesson, we will be exploring the binary form music structure, which led to the development of more styles like pop, soul and rock.
2.	Ternary form	<ul style="list-style-type: none">In this lesson, we will be exploring the characteristics of ternary form, and how to identify a piece of ternary form music.
3.	Sonata form	<ul style="list-style-type: none">In this lesson, we will learn about Sonata form - the culmination of binary and ternary form.
4.	Sonata and rondo form	<ul style="list-style-type: none">In this lesson, we will deepen our understanding of sonata structure and learn about a new structure: rondo form.
5.	Rondo form	<ul style="list-style-type: none">In this lesson, we will look at two rondos that have different sections, and learn how the same form can be varied.

6. Musical structures recap

- In this lesson, we will take a look at everything we have learnt so far in our unit on musical structures.
-



Unit 15 Beat, pulse, rhythm, structure

7 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Exploring recitative and arias	<ul style="list-style-type: none">In this lesson, we will revisit tonality in song (major and minor) as well as explore the different sung forms in opera.
2.	Introducing Gamelan - a review of polyrhythms	<ul style="list-style-type: none">In this lesson, we will be introduced to music from Indonesia and we will learn to play and compose a polyrhythm for a gamelan ensemble.
3.	Gamelan - interlocking melodies	<ul style="list-style-type: none">In this lesson, we will look deeper at the gamelan ensemble and begin to compose interlocking melodies for the pitched instruments.
4.	Composing a gamelan ensemble piece	<ul style="list-style-type: none">In this lesson, we will put together everything we know about gamelan ensembles and compose our own piece for the full ensemble.
5.	Pulse and rhythm - Ghanaian rock game	<ul style="list-style-type: none">In this lesson, we will review what we know about the difference between pulse and rhythm, play a rock game and perform a Ghanaian call and response song.

6. Graphical notation and Djembe rhythms

- In this lesson, we will learn to read rhythms from graphical notation and perform some Djembe polyrhythms from West Africa.



7. Putting it all together - interlocking melodies, polyrhythms and structuring scores.

- In this lesson, we will structure our piece for the performance of our Ghanaian song and West African drumming ensemble.
-



Lesson number	Lesson question	Pupils will learn
1.	To understand the difference between three and four time	<ul style="list-style-type: none">In this lesson, we will warm-up by moving to the pulse, and identify different beats of the bar. We will learn two songs which can be performed with a cup pattern as an accompaniment. Finally, we will explore simple musical notation and compose our own three beat pattern.
2.	To explore changes in metre	<ul style="list-style-type: none">In this lesson, we will warm-up by playing a game to the tune of 'My Bonnie Lies Over the Ocean'. Then, we will move to music in different metres, review rhythm notation and understand the purpose of bar lines.
3.	To explore compound time	<ul style="list-style-type: none">In this lesson, we will learn a song from Zimbabwe. We will move to the metre, using a hand clapping pattern, to the tunes of Alicia Keys and Queen. We will explore rhythm notation and grouping in simple and compound time, and finally learn a song to help you remember the concept.

4. To develop our understanding of compound time

- In this lesson, we will begin by reviewing the song 'Not so simple'. Then, we will move to music in both simple and compound time. We will then learn more about compound time signatures before applying our knowledge of compound time signatures in the challenge.



5. To explore irregular metre

- In this lesson, we will warm-up our bodies and voices with a song called 'Shabuya!'. We will explore Holst's 'Mars: Bringer of War' from The Planets Suite and discover why his music for this movement really did sound so ominous and menacing. We will then learn some of the ostinato patterns from this movement followed by doing some composition of our own.

6. To develop our understanding of irregular metre

- In this lesson, we will explore irregular time signatures further (including 7 beats per bar), understand how to notate these time signatures, and learn an ostinato pattern in irregular metre and improvise over the top.
-



Lesson number	Lesson question	Pupils will learn
1.	To sing in canon	<ul style="list-style-type: none">In this lesson, we will explore our vocal range with a stretching warm up. Then we will learn two songs to sing in canon.
2.	To explore chords	<ul style="list-style-type: none">In this lesson, we will use our vocal chords with a fun warm-up. Then we will explore everything about chords and harmony. Lastly, we will learn how to form a triad using our voice, and apply our knowledge to create a chordal accompaniment to the song 'Sunrise'.
3.	To explore bass lines	<ul style="list-style-type: none">In this lesson, we will warm up our bodies and voices with a song called 'Shabuya!'. We will explore Holst's 'Mars: Bringer of War' from The Planets Suite and discover why his music for this movement really did sound so ominous and menacing. We will then learn some of the ostinato patterns from this movement followed by doing some composition of our own.

4. To explore singing in thirds

- In this lesson, we will learn a new four part song as a warm-up. Then we will explore the importance of the 'third' interval, and apply it to create a new part of our Zulu song.



5. Learning how to harmonise

- In this lesson, we will sing one of four parts in 'Do your Dooty', listening to the harmonies as we sing. Following that, we will review our understanding of thirds and how they can help us harmonise. In order to understand harmony further, we will learn a new song based on the triad.

6. To develop a song through the use of harmony

- In this lesson, we will learn two key parts of a new warm-up song. Following that, we will learn a new spiritual - Ain't Gonna Let Nobody - a protest song about power and freedom, and we will take inspiration from the likes of Pachelbel to structure our own performance.
-



Lesson number	Lesson question	Pupils will learn
1.	Understanding syncopation	<ul style="list-style-type: none">In this lesson, we will learn about syncopation. We will learn a new song and perform syncopated rhythms. The lesson finishes with a quiz to test our knowledge.
2.	To layer syncopated rhythms	<ul style="list-style-type: none">In this lesson, we will review syncopation. We will learn some syncopated rhythms and layer them to create a three part texture. We will also review the song we learnt in lesson one.
3.	To read syncopated rhythms	<ul style="list-style-type: none">In this lesson, we will learn to read syncopated rhythms using grid and musical notation. We will create 3 body percussion patterns. We will finish by performing them together.
4.	To compose a syncopated rhythm	<ul style="list-style-type: none">In this lesson, we will compose a body percussion sequence. We will then compose our own syncopated rhythm. We will finish by performing the rhythm through in a performance.

5. To perform using syncopated rhythms

- In this lesson, we will learn to layer syncopated rhythms. We will also look at Samba music and how syncopated rhythms feature in this style of music and even learn some Samba grooves!



6. To summarise our learning of syncopation

- In this lesson, we will revisit the songs we have learnt in this unit. We will compose our own syncopated Samba break to add to the Samba performance. The lesson will finish with a final unit quiz to see what we have learnt.
-

4. Learn More



Contents

Section number	Section content
1.	Introduction to Oak's primary music curriculum
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Musical understanding
6.	Inclusive and ambitious
7.	Music context and cultures
8.	Additional information about sequence

1. Introduction to Oak's primary music curriculum

Our curricula builds on the National Curriculum for Music and specifically aims to equip pupils with the knowledge and skills that will enable them to:



- Be inducted into the powerful cultural knowledge associated with music.
- Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.
- Use improvisation to unlock creative potential and musical identity/individuality.
- Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection.

2. Coherence and flexibility

Our approach to teaching in the EYFS integrates formal and free-flow learning to unlock imagination and creativity. From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

3. Knowledge organisation

To ensure coherence and flexibility, we have created a pathway that progressively builds pupils' musical understanding, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. Knowledge is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). Skills are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the context in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.

4. Knowledge selection

In the EYFS and primary curricula, the voice is at the heart of musical learning. For us, musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity.

Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical understanding (knowledge and skills).



5. Musical Understanding

The emphasis of our music curriculum is the development of children's musical understanding. Children experience music in an integrated manner through creative, practical and engaging activities in which they are provided the opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time.

EYFS key learning

Children experience and respond to sound to unlock imagination and creativity; provides the starting point for the progression of musical learning.

Key stage 1 key learning

Children recognise and explore how sounds can be made, changed and organised.

Lower key stage 2 key learning

Children recognise and explore the way the sounds can be combined and used expressively.

Upper key stage 2 key learning

Children recognise and explore how musical ideas relate to each other within musical structures and how different parts fit together.

6. Inclusive and ambitious

We recognise that our curriculum needs to meet the needs and breadth of all pupils who will come from a variety of cultures and backgrounds with different levels of experience and interests.

The music curriculum aims to ensure that all pupils:

- Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and behaviours that foster a respectful and joyful community.

- Experience a knowledge-led curriculum where they leave lessons gaining new knowledge and the ability to retain it.



7. Music context and cultures

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The repertoire draws from both Western Classical Music and beyond and includes music from the following areas of the world:

- The African Continent
- The British Isles
- The Caribbean
- China
- Europe
- India
- Japan
- North America
- South America

8. Additional information about sequence

We want you to use our curriculum in the way that best supports your school context. The information below supports schools that want to only use some of the Oak music units, or are planning to teach them in an order different to the one we suggested above.

- It is best to teach the Pulse/Duration units first. The ability to maintain a steady beat is a primary and essential musical skill in the development of musicianship and forms the foundation upon which all the other musical elements are built upon.
- Teach the Rhythm units before Pitch/Harmony units as the development of rhythmic skills needs to be prepared before developing a sense of pitch or harmony before instrumental practice.

- The creative stimulus unit is best placed at the end of the year as it will draw together the musical concepts taught in the preceding units.

