

Music at Bedford

At Bedford we believe Music is a universal way of communicating thoughts, ideas and emotions. It has a positive impact on the mental health and well-being of children. Music is a fully inclusive subject which develops children's listening skills, as well as their motor skills, creativity, teamwork, discipline, perseverance, confidence and self-esteem, alongside their musical knowledge. Music is a huge part of a person's identity and culture, which is why at Bedford we are continually working to develop our curriculum and extend our provision.



' I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music.'

Billy Joel



Our Music curriculum

To ensure our music curriculum is varied and meets the needs of our children, we have devised our own bespoke teaching programme, following guidance from the DFE Model Music Curriculum. The core of our curriculum is based around the Charanga scheme. However, alongside these lessons we have planned within our curriculum for teaching elements of the Friday Afternoon project, Liverpool Cathedral Schools Singing Project, BBC Ten Pieces and whole class instrument teaching from our music hub. Within this scheme, children are exposed to a wide variety of musical styles and composers, both modern, classical and from an array of different cultures. Children are given the opportunity to perform as soloists or as part of a large or small group. They are also taught to play the glockenspiel and from Year 5 onwards are taught to play the recorder. Performing and celebrating musical achievements is a vital aspect of this subject and something we strive to provide opportunities for.

Due to the specialist nature of music teaching, Years 5 - 6 are currently taught by the music subject lead, supported by instrumental teachers from our local music hub. Alongside this, Year 2 follow the Liverpool Cathedral Schools Singing Project, and are taught by specialist music teachers from the cathedral throughout the year. Year 3 and 4 are taught by a member of school staff with music knowledge. We are committed to ensuring regular and bespoke in-house CPD for staff. This can involve group training sessions or peer support and coaching from our music lead, Mrs Boulton.



Skills needed to be a Bedford musician

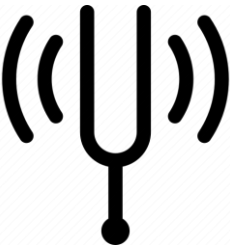
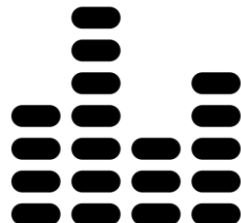
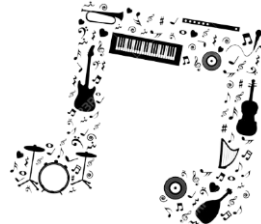


- **Listening:** a key skill in music which allows pupils to respond to the music they hear and perform alongside fellow musicians
- **Perseverance:** learning an instrument can be frustrating. It takes real resilience to stick at the practice, even though you know it will be difficult
- **Problem solving:** music doesn't always have one, clear-cut answer. There are plenty of opportunities to find creative and unique solutions.
- **Creativity:** playing music is a wonderful way to express yourself. The way you approach and interpret your music is unique, only to you.
- **Thinking on the spot:** Music requires you to repeatedly make split-second decisions. It forces you to think quickly on your toes.
- **Confidence:** performing in front of others is an incredibly brave thing to do, whether it is an audience of one or a large group
- **Communication and collaboration:** the ability to work as part of a team is vital, discussing ideas and supporting each other.

singing	listening	composing/ improvising	musicianship	performing
				
Pupils are taught to sing with a well developed sense of pitch, showing a developing musical delivery over time, This means that, when singing they should take into account breathing, posture, dynamics, phrasing and ways to impart the meaning effectively to an audience.	Pupils are encouraged to listen critically to not only expand their musical horizons but to also gain a deeper understanding of how music is constructed, the decisions made by composers and the impact choices have on the listener.	Pupils are given many opportunities to be creative through composing and improvising. Throughout their lessons they will record compositions through graphic scores, music technology and moving towards formal notation.	Pupils are supported to develop a deep understanding and enjoyment of music. Musicianship builds on the key skills of rhythm, pitch, notation, dynamics, timbre, while encouraging creativity, teamwork and an appreciation for music.	Throughout their lessons, pupils are encouraged to celebrate and share their music making through performance. This develops confidence and an opportunity for peer feedback and evaluation.

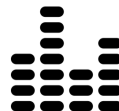
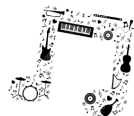
Substantive concepts

- Our bespoke music curriculum has been carefully designed to ensure that seven substantive concepts of musicianship - the interrelated dimensions of music- are taught progressively and revisited continuously. These are the fundamental building blocks required to be a musician.
- The continuous teaching and revision of these skills allows pupils to make links across the curriculum, make connections to previous learning and builds foundations for future units of study.

notation	pitch	rhythm	tempo
			
dynamics	timbre		pulse
			

Substantive concepts



notation		pitch		rhythm		tempo	
Children learn that symbols represent a sound in the form of a graphic score, leading to reading and writing formal notation in the treble clef within a stave.		Children learn to identify pitch in the music they listen to and to pitch match when singing and performing.		Children learn to copy rhythms and improvise in line with a steady beat. They also learn to recognise and use semibreves, minims, crotchets and quavers, moving composition.		Using the correct musical terms, children learn to identify the speed of music they listen to and make decisions regarding the tempo of their own compositions.	
dynamics		timbre		pulse			
							
Using the correct musical terms, children learn to identify the dynamics of music they listen to and make decisions regarding the dynamics of their own compositions. They also consider how dynamics can impact the mood, feel and intent of a piece of music and how it can affect the listener.		Children learn to identify different instruments from the sound of their notes and describe their qualities.		Children learn to find the 'heartbeat' of the music and identify the steady beat. They will be introduced to 4/4 and 3/4 time signatures, being able to identify these and compose using these times.			



Reception

CL - Listen carefully to rhymes and songs, paying attention to how they sound / Learn rhymes, poems and songs

PD - Combine different movements with ease and fluency

EAD - Explore, use and refine a variety of artistic effects to express their ideas and feelings / Return to and build on their previous learning, refining ideas and developing their ability to represent them / Create collaboratively, sharing ideas, resources and skills / Listen attentively, move to and talk about music, expressing their feelings and responses / Sing in a group or on their own, increasingly matching the pitch and following the melody / Explore and engage in music making, dance, performing solo and in groups

ELG - BIE - sing a range of well known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others and try to move with the music

National Curriculum end of KS1 expectations



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 interrelated dimensions of music.

National Curriculum end of KS2 expectations



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.
- 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.

Progression map

	EYFS
singing 	▪ Explore and learn chants that tell a story. ▪ Know that a chant uses speaking voices musically ▪ Pitch match with accuracy when singing. ▪ Sing with expression. ▪ Sing songs rhythmically. ▪ Hear, draw and sing melody shapes.
listening 	▪ Learn to explore and share emotions. ▪ Move creatively, expressively and with control.
composing/ improvising 	▪ Combine words to compose rhythms.
musicianship 	▪ Feel the lilt of a 2-3 pattern of beats in music with five beats. ▪ Find and move to the beat.
performing 	▪ Follow a leader to play loudly and quietly.

Progression map

	Year 1	Year 2
singing 	- Chant, rap and sing using different voices following simple cues such as starting together - Understand how to warm up your body and voice, and be ready to sing. - Sing songs accurately matching the vocal pitch (sing in tune)	- Begin to explore articulation - Sing songs with regular third intervals with increasing precision - Explore partner songs - Sing a song in another language - Sing songs in a major and a minor key
listening 	- Listen attentively and with understanding to music from different historical periods. - Understand that music can tell a story.	Explore movement patterns in music
composing/improvising 	- Capture, sequence and change sounds to make a musical story. - Match and create pictures/symbols to represent sound. - Copy and create simple rhythm patterns (Often referred to as Call and Response or Question and Answer)	- Use call and response to create a song - Use the ideas of others to create new sections of music - Explore the structure of songs
musicianship 	- Understand that an ostinato is a repeated pattern. - Move in time with the beat/pulse, responding to the different tempo (speeds). - Understand the difference between a rhythm and a pitch pattern. - Identify different pitches (highs and lows) in music and in sounds around the school.	- Navigate changing time signatures - Find the pulse independently - Explore smooth and bouncy rhythms - Name some instruments of the orchestra
performing 	- Perform in front of a known audience - Respond to start / stop directions from a conductor	- Respond to an increasing number of directions to a conductor - Perform as part of a large choir to an unknown audience - Coordinate voice and movement - Perform songs at varying tempos - Perform songs in 2 simple parts

Progression map

	Year 3	Year 4
singing 	Sing rhythmically, in tune at the correct pitch	- Sing rounds and songs with small and large leaps. - Sing accurately in unison, showing control of dynamics
listening 	- Recognise the sound of different families of instruments and how each makes a sound. - Appreciate and respond to music from across historical periods and traditions. - Listen and reflect on a piece of orchestral music	Recognise and talk about the Beatles style of music
composing/ improvising 	- Add an accompaniment to a song/piece of music - Compose in response to a musical stimulus - Compose song accompaniments on untuned percussion using known rhythms and note values. - Compose musical motifs and structure them into a piece	- Copy and improvise short melodic phrases - Compose a short, structured piece using Music Explorer. - Compose a song demonstrating an understanding of the musical components - Capture and record creative ideas. - Use sound effects to add drama to a film clip - Begin to make compositional decisions.
musicianship 	- Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. - Aurally identify dimensions in music such as pitch, duration and texture. - Introduce and understand the differences between crotchets and paired quavers.	Explore musical contrasts, such as staccato and legato, as well as crescendo and decrescendo.
performing 	- Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. - Perform as an ensemble	- Develop and deepen instrumental skills. - Perform a series of songs by The Beatles

Progression map

	Year 5	Year 6
singing 	Sing a variety of songs at the correct pitch	- Sing a range of songs, including those that involve syncopated rhythms, with appropriate style. - Sing rounds and partner songs.
listening 	Develop and expand musical understanding through critical listening	Listen with attention to detail and recall sounds with increasing aural memory
composing/ improvising 	- Use chords when composing music to evoke a specific atmosphere, mood or environment. - Introduce major and minor chords. - Use music technology to compose - Respond to stimuli to compose - Edit ideas to produce melodies that portray the story / image accurately - Compose music using the interrelated dimensions of music	- Improvise and compose music for a range of purposes using the interrelated dimensions of music - Use music technology to compose
musicianship 	- Draw the pitch of more complex music - Read and play notated melodies.	- Read and play notated melodies with increasing accuracy - Read and perform unfamiliar rhythms accurately responding to note values
performing 	Learn to play the recorder	- Learn to play the recorder with increased accuracy - Play and perform in ensemble contexts, using voices and playing musical instruments with increasing accuracy

Music long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Chant to the animals	Creative moves	Lilting lullaby	Number Time	Wellbeing matters	Rhythm adventure
Year 1	Rhyming in time	Let's start singing	Music inspired by the world	Exploring rhythm patterns	Sounds and pictures	Highs and lows
Year 2	Cathedral Singing programme	Cathedral Singing programme	Cathedral Singing programme	Cathedral Singing programme	Cathedral Singing programme	Cathedral Singing programme
Year 3	Glockenspiel world music course	Glockenspiel world music course	BBC Ten Pieces Grieg - In the hall of the mountain king	Percussion power	Music and sound	Sound exploration
Year 4	Create and note	Blackbird	Recycling songs	BBC Ten Pieces Florence Price	FX sounds effects	Round and round
Year 5	Sounds dramatic	Friday afternoon project dot - Little Girl of Rain	Decoding sound and notation	Whole class recorder	Whole class recorder	Whole class recorder
Year 6	Whole class recorder	Whole class recorder	Whole class recorder	BBC Ten pieces Derbyshire - Dr Who	The grand finale	The grand finale





Planned performing / live music

	Performing opportunities	Live music opportunities
EYFS	Christmas Sing a long (Autumn Term)	Termly whole school sing - led by Cathedral
Year 1	Nativity (Autumn Term)	Termly whole school sing - led by Cathedral
Year 2	Big Sing performance at Liverpool Cathedral (Summer Term) Parents performance - singing - termly Nativity (Autumn Term)	Termly whole school sing - led by Cathedral Big Sing performance at Liverpool Cathedral (Summer Term) Parents performance - with live music - singing - termly
Year 3	Easter Church service performance	Termly whole school sing - led by Cathedral
Year 4	Shakespeare performance with music	Termly whole school sing - led by Cathedral Introduction to BRASS - Workshops with Tim - principle French horn player from the RLPO (Summer Term)
Year 5	Christmas Church service performance	Termly whole school sing - led by Cathedral Introduction to the FULL ORCHESTRA - Whole year group visit to the Philharmonic to see the schools concert (Spring Term)
Year 6	Leavers service	Termly whole school sing - led by Cathedral

Throughout the school year Bedford embrace any unplanned opportunities to enhance our Music curriculum, an up to date list of which is available on request.



Extra curricular offer 25-26



	Timetable	Events
KS2 choir	Yr 3-6 Tuesday - all year 3.15pm - 4.00pm	Christmas Community Carol Concert Hillside Christmas market Spring Sing
Madagascar	Yr 4-5 Thurs and Fri - all year 3.15pm - 4.15pm	Performance at Liverpool Empire Whole school / family performance

Whole school singing

Autumn

Songs to keep revisiting from 2024-25

- When it's a sunny day (Songs for Every Occasion)
- Song for Every Season (Songs for Every Season)
 - As One (Songs for Everybody)
 - Sing a thankful song (This is me)
- The Tongue (Songs for Everybody)

Week	MMC linked Foundation Listening Repertoire	Warm up	New song	Revisit old song
	Funk - I Got You (I Feel Good) - James Brown	Singing Sherlock: Dr Knickerbocker		When it's a sunny day (Songs for Every Occasion)
	Brazil - Samba - Fanfarra Cabua-Le-Le - Sérgio Mendes/Carlinhos Brown	Lickety Split - Singing Sherlock	Body Song (Songs for Every Occasion)	Conkers
	Indonesia - Gamelan - Baris - Gong Kebyar of Peliatan	Singing Sherlock 2- Shadow	The tongue (Songs for Everybody)	As one (Songs for Everybody)
	South Africa - Choral - Inkanyezi Nezazi - Ladysmith Black Mambazo	1,121,12321	Sing anyway (Songs for every singing school the lime one)	The Tongue (Songs for Everybody) Bodu songs (Songs for every occasion)
	Rock n roll -Hound dog - Elvis P	Boom chicka boom	Just sing (Songs for every singing school The lime One)	Sing anyway (Songs for every singing school the lime one)
	Symphonic Variations on an African Air - Coleridge-Taylor - Romantic Period	Singing Sherlock 2 - Si si si	Calypso Carol (Essential Carols)	Merry Christmas Everyone (Cracking Christmas)
	1812 Overture - Tchaikovsky - Romantic Period	Trad. Ghana: Kye Kye Kule	Something Special (Sing Christmas)	Hope of Heaven (Cracking Christmas)
	This Little Babe from A Ceremony of Carols - Britten - 20th Century	My dog he can do the can can	Practice all songs for Christmas service Merry Christmas Everyone (Cracking Christmas) Calypso Carol (Essential Carols) Hope of Heaven (Cracking Christmas) Something Special (Sing Christmas)	
	End of term run through all new songs covered			

Whole school singing

Spring

Songs to keep revisiting from 2024-25

- When it's a sunny day (Songs for Every Occasion)
- Song for Every Season (Songs for Every Season)
 - As One (Songs for Everybody)
 - Sing a thankful song (This is me)
 - The Tongue (Songs for Everybody)

Week	MMC linked Foundation Listening Repertoire	Warm up	New song	Revisit old song
	Night on a Bare Mountain - Mussorgsky - Romantic Period - BBC Ten Pieces site https://www.bbc.co.uk/teach/ten-pieces/articles/zvw2t39	Pizza Hut / Elephant song	Springtime (Songs for every season)	Singing a thankful song (This is me)
	Night Ferry - Anna Clyne - 21st Century - BBC 10 pieces site https://www.bbc.co.uk/teach/ten-pieces/articles/zbcbbhk	Singing Sherlock: Dr Knickerbocker	Put on a smile (Songs for Every Happy Healthy School)	Betcha (This is me)
	India - North Indian Classical - Sahela Re - Kishori Amonkar	Lickety Split - Singing Sherlock	A little bit of kindness (Songs for Every Happy Healthy School)	The tongue (Songs for Everybody)
	Punjab/UK - Bhangra - Bhabiye Akh Larr Gayee - Bhujiangy Group	Singing Sherlock 2 - Shadow	Body Song (Songs for Every Occasion)	Life is a wonderful thing - (Song for every Easter)
	Poland - Folk - Mazurkas Op. 24 - Chopin	Singing Sherlock 2 - Si si si	Sing out an Easter song (Song for Every Season)	Celebrate (Song for every Easter)
	90s Indie - Wonderwall - Oasis	Trad. Ghana: Kye Kye Kule	Practice all songs for Easter service Celebrate (Song for Every Easter) Life is a wonderful thing (Song for every Easter)	
	End of term run through all new songs covered			

Whole school singing

Summer

Songs to keep revisiting from 2024-25

- When it's a sunny day (Songs for Every Occasion)
- Song for Every Season (Songs for Every Season)
 - As One (Songs for Everybody)
 - Sing a thankful song (This is me)
- The Tongue (Songs for Everybody)

Week	MMC linked Foundation Listening Repertoire	Warm up	New song	Revisit old song
	Mars from The Planets - Holst - 20th Century - BBC Ten Pieces https://www.bbc.co.uk/teach/ten-pieces/articles/zf6hsrd	My dog he can do the can can	A little bit of kindness (Songs for Every Happy Healthy School)	Every brand new day (Songs for Everybody)
	Caribbean - Calypso - Tropical Bird - Trinidad Steel Band	Pizza Hut / Elephant song	Happiness is not (Songs for Every Happy Healthy School)	A little bit of kindness (Songs for Every Happy Healthy School)
	English Folk Song Suite - Vaughan Williams - 20th Century	Singing Sherlock: Dr Knickerbocker	Put on a smile (Songs for Every Happy Healthy School)	Happiness is not (Songs for Every Happy Healthy School)
	90s RnB - Say My Name - Destiny's Child	Lickety Split - Singing Sherlock	Let's remember to be grateful (Songs for Every body)	Put on a smile (Songs for Every Happy Healthy School)
	Nigeria - Drumming - Jin-Go-Lo- Ba - Babatunde Olatunji	Singing Sherlock 2- Shadow	As one (Songs for Every body)	Lovely Summer's day (Song for Every Season)
	Bolero - Ravel - 20th Century	Singing Sherlock 2 - Si si si	Leavers song (Songs for Every Occasion)	Let's remember to be grateful (Songs for Every body)
	End of term run through all new songs covered			