Music at Sherwood



Intent

At Djanogly Sherwood Academy, it is our intention that music learning and teaching will make a difference to all our children's lives, helping them to grow and develop their own identity.. We aspire for the children to recognise music as a source of joy, self-worth, achievement, a mechanism for personal fulfilment, and as a tool for social cohesion. Our intent is to provide a high quality music education for all our children and support them to become their very best. We are committed to providing inspiring musical opportunities and progression routes that are accessible and inclusive and to overcome any barriers caused by any disadvantage.



Implementation

At Djanogly Sherwood Academy, in music, all children will have the opportunity to perform, create, listen and notate. This will be achieved by: singing a wide range of songs with control and expression, exploring and experiment with different sounds, understanding how sounds can be represented visually, attentively listening to live or recorded pieces of music , knowing about the different features of music from different cultures and traditions, learning to play a tuned percussion instrument and an orchestral instrument.



Impact

At Djanogly Sherwood Academy, our Music curriculum is designed to make a meaningful difference in the lives of all our children. Through engaging and high-quality music education, we aim to help children develop their identity, build self-worth, and experience music as a source of joy, achievement, and personal fulfillment. We strive to create a sense of social cohesion by providing inclusive musical opportunities that overcome barriers to participation and support every child to reach their full potential.

The impact of our Music curriculum is reflected in pupils' growing confidence and enjoyment in performing, creating, listening, and notating music. Children develop their vocal and instrumental skills through a variety of activities, including singing with expression, experimenting with different sounds, and learning to play tuned percussion and orchestral instruments. They also gain an understanding of how music is visually represented and are exposed to music from a variety of cultures and traditions, fostering a broader appreciation of the art form.

By the end of their time at Sherwood, pupils will have a well-rounded musical education that allows them to confidently engage with music, express themselves creatively, and appreciate the diverse musical world around them. They will have gained a sense of achievement and fulfillment from their musical journey, which will enhance their overall personal development and contribute to their growth as individuals and members of a wider community.

We measure the impact of our curriculum through the use of curriculum assessment quizzes, which monitor retention of key knowledge, and through pupil voice, where children articulate their understanding and enthusiasm for history. Book monitoring enables us to evaluate the progression of skills and knowledge across year groups, ensuring high-quality outcomes.



Music Subject Map

	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Autumn Term	Beats and rhythmns	Beats and rhytmns	Indian Music	Indian Music	Folk Music	Calypso music
Spring Term	Pitch and dynamics	Pitch and dynamics	Storytelling through music	Storytelling through music	Structure of Music	Structure of Music
Summer Term	Timbre and tempo	Timbre and tempo	Chinese Music	Chinese Music	80s Synth/Pop music	80s Synth/Pop music

Long Term Curriculum Plan – DSH 2025-28

Drivers

- Geography
- History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 A	Dinosaur World	Dinosaur World	Castle Kingdom	Castle Kingdom	Pirate Perils	Pirate Perils
KS1 B	Exploring London	Exploring London	Exploring Nottingham	Exploring Nottingham	World Changers	World Changers
LKS2 A	Goose Fair	Tomb Raiders	The Spice of India	People of the Indus	Exploring Ancient Greece	Roaming in the Rainforest
LKS2 B	Stone to Bronze	Stone to Bronze	The Power of Community	Plastic Peril	Ancient Rome	Rising Fire
UKS2 A	Blitz Street	Blitz Street	Frozen Planet	Frozen Planet	The Golden Age of Islam	The Golden Age of Islam
UKS2 B	Biomes of Africa	Biomes of Africa	Industrial Revolution	Saxon Stories	Viking Sagas	The Big Apple

Curriculum to Inspire



KS1 A Music Autumn 2

Power



Beth Carvalho - Singer and guitarist



Year 1
- Know the difference between percussion instruments and voices.
- Know that samba music comes from Brazil.
- Know instruments used in a traditional samba band.

Year 2
- Know that the downbeat is beat number 1 when counting along with the beat.
- Know that a crotchet is worth 1 beat.
- Know that paired quavers are worth ½ a beat each.
- Know that samba music comes from Brazil.
- Know instruments used in a traditional samba band.



- Beat/pulse: The beat/pulse is like the music's heartbeats
- Rhythm: Rhythm is the fun and bouncy pattern of music
- Ostinato: An ostinato is a cool and catchy repeating tune
- Downbeat: The downbeat is the boss of the music, telling everyone when to start
- Stick notation: Stick notation is a simple way to write music using lines and shapes



Year 1
- Clap the beat of the music.
- Copy a short rhythm pattern.
- Compose a short rhythm pattern.
- Rehearse and perform and ostinato rhythm.

Year 2
- Emphasise the downbeat when clapping along to the beat.
- Perform short rhythm patterns from stick notation.
- Compose and transcribe short rhythm patterns using stick notation.



- In music, what is the beat?
- In music, what is rhythm?
- What is an ostinato?
- When counting or clapping the beat, which note is the downbeat?
- What is this rhythm?
- How many beats is this note? (crotchet)



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



KS1 A Music Spring 2

Power



Senyawa- Indonesia band



Year 1
- Know instruments used in a traditional Indonesian music.
- Know that pitch means how high or low a note sounds.
- Know that dynamics means the volume at which the music is performed.

Year 2
- Know instruments used in a traditional Indonesian music.
- Know the height of a dot represents how high or low the pitch is.
- Know that forte means loud and piano means soft or quiet.



- Pitch: how high or low a sound is. It's like when your voice goes up or down when you sing.
- Dynamics: how loud or soft the music is. It's like when you talk quietly or shout.
- Dot notation: a special way to write music. It means to hold a note a little longer, like adding a tiny dot to make it last a bit more.
- Forte: to play music loudly. It's like when you make a big, strong sound with your instrument.



Year 1
- Use graphic notation to respond to a piece of music.
- Rehearse and perform a pitch pattern.
- Improvise and copy a 3 note pitch pattern.
- Compose a repeated 3 note pitch pattern that includes a rest.

Year 2
- Use graphic notation to respond to a piece of music.
- Rehearse and perform a pitch pattern.
- Improvise and copy a 3 note pitch pattern.
- Compose and transcribe a repeated 3 note pitch pattern that includes a rest using dot notation.



- In music, what does pitch mean?
- In music, what does dynamics mean??
- Which of these notes has the highest pitch?
- In music, what does ‘forte’ mean?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



KS1 A Music Summer 2

Innovators



Izandra (Lyfta) - musician



Year 1

- Know that musical instruments can be used to create a soundscape.
- Know that timbre means the tone of the music.
- Know that tempo means the speed at which the music is performed.
- Know that the violin is part of the string section of an orchestra.

Year 2

- Know that musical instruments can be used to create a soundscape.
- Know that accelerando means to get faster.
- Know that the violin, the viola, the cello and the double bass are part of the string section of an orchestra.



- Timbre: the special sound of an instrument or voice
- Tempo: how fast or slow the music goes
- Accelerando: the music is getting faster and faster.
- Orchestra: a big group of musicians who play together
- String section: a group of musicians in the orchestra who play instruments with strings

Year 1 and 2

- Respond to a piece of music using musical vocabulary.
- Use musical vocabulary to compare two pieces of music.
- Use music technology to compose a soundscape.



- In music, what does timbre mean?
- In music, what does tempo mean?
- What does accelerando mean?



Substantive Knowledge

Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment

Concepetual Strands

Curriculum to Inspire



Power



Maurice Ravel- Composer



Year 1
- Know the difference between tuned and untuned instruments.
- Know the drums are part of the percussion section in an orchestra.
- Know the flute is part of the woodwind section of an orchestra.

Year 2
- Know that the downbeat is beat number 1 when counting along with the beat.
- Know that a crotchet is worth 1 beat.
- Know that paired quavers are worth ½ a beat each.
- Know the flute, oboe and clarinet are part of the woodwind section of an orchestra.



- Beat/pulse: The beat/pulse is like the music's heartbeats
- Rhythm: Rhythm is the fun and bouncy pattern of music
- Ostinato: An ostinato is a cool and catchy repeating tune
- Downbeat: The downbeat is the boss of the music, telling everyone when to start
- Stick notation: Stick notation is a simple way to write music using lines and shapes

Year 1
- Clap the beat of the music.
- Copy a 3 beat rhythm pattern.
- Compose a 3 beat rhythm pattern.
- Rehearse and perform and ostinato rhythm.

Year 2
- Emphasise the downbeat when clapping along to the beat.
- Read and perform3 beat rhythm patterns from stick notation.
- Compose and transcribe 3 beat rhythm patterns using stick notation.



- In music, what is the beat?
- In music, what is rhythm?
- What is an ostinato?
- When counting or clapping the beat, which note is the downbeat?
- What is this rhythm?
- How many beats is this note? (crotchet)



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



KS1 B Music Spring 2

Innovators



King Sunny Adé - singer songwriter



- Year 1
- Know that traditional West African songs are performed in a call and response style.
- Know that pitch means how high or low a note sounds.
- Know that dynamics means the volume at which the music is performed.
- Year 2
- Know that traditional West African songs are performed in a call and response style.
- Know the height of a dot represents how high or low the pitch is.
- Know that forte means loud and piano means soft or quiet.



- Pitch: how high or low a sound is. It's like when your voice goes up or down when you sing.
- Dynamics: how loud or soft the music is. It's like when you talk quietly or shout.
- Dot notation: a special way to write music. It means to hold a note a little longer, like adding a tiny dot to make it last a bit more.
- Forte: to play music loudly. It's like when you make a big, strong sound with your instrument.



Year 1
- Use graphic notation to respond to a piece of music.
- Learn to sing, rehearse and perform a call and response song.
- Improvise a call and response to improvisations.
- Compose a call and response song that includes changes in pitch.

Year 2
- Use graphic notation to respond to a piece of music.
- Learn to sing, rehearse and perform a call and response song.
- Improvise a call and response to improvisations.
- Compose and transcribe a call and response song that includes changes in pitch using dot notation.



- Traditional West African songs are named Call and ...?
- In music, what does pitch mean?
- In music, what does dynamics mean?
- What is the correct response to this call, Che, Che, Kule?
- Which of these notes has the highest pitch?
- In music, what does ‘forte’ mean?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



Power



Kishori Amonkar – Vocalist



Year 3
- Know instruments used in traditional Indian music.
- Know a rag or raga is a specific set of notes played in a particular order.
- Know a tal or tala is a rhythm pattern played repeatedly.

Year 4
- Know instruments used in a big band.
- Know the names of the strings on a violin, viola and cello.



- Drone: A steady sound that keeps playing in the background like a humming bee
- Raga: A special way of playing music that has its own unique melody and mood
- Tala: A pattern of beats that helps musicians keep the rhythm while playing music
- Crotchet rest: A short pause in the music that lasts for one beat



Year 3
- Improvise a raga over a drone.
- Compose and transcribe a tala using stick and dot notation.
- Read and perform talas using stick and dot notation.
- Use music technology to create a drone and a tala.

Year 4
- Play pizzicato.
- Use a bow to play an open string.
- Change between strings while bowing.



- Which of these is an instrument used in traditional Indian music?
- What is a drone?
- What does this symbol mean (crotchet rest)?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Concepetual Strands

Curriculum to Inspire



LKS2 A Music Summer 1

Innovators



Modest Mussorgsky - Composer



Year 3
- Know that pieces of music can be used to tell a story.
- Know that in music, crescendo means getting louder.
- Know that the texture of a piece of music can be thick or thin depending on the number of layers.

Year 4
- Know that many songs have a verse/chorus structure.



- Texture: How the different sounds in music fit together, like the pieces of a puzzle.
- Layers: When different sounds play at the same time and create a rich and full sound.
- Crescendo: When the music starts soft and gets louder and louder, like a growing wave of sound.



Year 3
- Use graphic notation to respond to a piece of music.
- Compose a 4 beat rhythm or pitch pattern to convey an image or feeling.
- Maintain a rhythm or pitch pattern when performing as part of a group.

Year 4
- Play the note E using the first finger.
- Read notation on a single line stave.
- Use a bow to play longer notes.



- Who composed Night on a Bare Mountain?
- What does crescendo mean?
- What happens when you add more layers to a piece of music?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



LKS2 A Music Summer 2

Innovators



Izandra (Lyfta) – Musician



Year 3
- Instruments used in traditional Chinese music include the erhu, pipa, and guzheng.
- A pentatonic scale consists of five notes.
- A minim is worth 2 beats.

Year 4
- Know that Western music can be written in a major or a minor key.
- Know that in music, a bridge is a section of the song that contrasts with the rest of the composition.
- Know instruments used in Bhangra music.
- Know that fusion music is where two or more styles of music are combined to create a new style.



- Pentatonic: A special kind of musical scale that uses five notes and sounds happy and cheerful
- Minim: A music note that looks like a circle with a stick, and it lasts for two beats
- Note names C, D, E, G, A: These are the names of some musical notes that you can play on an instrument or sing
- Ensemble: A group of people who play music together

Year 3
- Response to a piece of music using musical vocabulary
- Compose and transcribe a pentatonic melody using stick and dot notation
- Rehearse and perform a pentatonic melody as an ensemble

Year 4
- Identify if a piece of music is in a major or a minor key.
- Play the note F# using the second or third finger.
- Read up to 3 notes on a single line stave.



- Which of these is an instrument used in traditional Chinese music?
- How many notes are in the pentatonic scale?
- How many beats is a minim worth?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 A Music Autumn 2

Innovator



Woody Guthrie - Folk artist



Year 5
- Know that folk music is traditional music from a particular culture.
- Know what a time signature is.
- Know that a semi-breve is worth 4 beats.
- Know that a semi-quaver is worth ¼ beat.

Year 6
- Know the names and places of origin of some different folk songs.
- Know the difference between 2/4, 3/4 and 4/4 time signatures.
- Know that a semi-breve rest is worth 4 beats.
- Know that a semi-quaver rest is worth ¼ beat.



- Folk music: Music that tells stories and has been passed down through generations, often played with simple instruments
- Counter melody: Another musical tune that plays at the same time as the main tune, making music more interesting
- Time signature: Numbers that show how many beats are in each music measure, like a musical heartbeat
- Semi-breeve: A music note that's round and gets four beats, like a slow and steady drumbeat

Year 5 and 6
- Use musical vocabulary to compare folk music from three different countries.
- Perform an English sea shanty in three parts.
- Read and play short rhythmic scores in up to four different parts.



- What is folk music?
- What does the time signature 3/4 mean?
- How many beats is this note? (semi-breve)

Substantive Knowledge | Disciplinary Knowledge | Core Vocabulary | Curriculum Assessment | Conceptual Strands

Curriculum to Inspire



UKS2 A Music Spring 2

Innovator



Mozart - composer



Year 5
- Know that Mozart was a famous composer during the Classical period.
- Know all the notes in the C major/A minor scale.
- Know what ternary form means.

Year 6
- Know that Mozart was a famous composer during the Classical period.
- Know all the notes in the G major/E minor scale.
- Know what a rondo is.



- **Structure:** How music is organised to make it sound good and flow smoothly
- **Rondo ABACA:** A musical pattern where the main melody keeps coming back after different sections
- **Classical:** style of music that is played with instruments like pianos and violins, and often sounds calm and elegant
- **Ternary ABA:** A music form with three parts - the first and last parts are similar, and the middle part is different
- **Rondo:** A musical piece where a main tune comes back again and again, like a musical circle



Year 5
- Read and perform pitch notation within an octave (C-C)
- Compose melodies made from pairs of phrases in C major or A minor and transcribe using staff notation.
- Compose a ternary piece.

Year 6
- Read and perform pitch notation within an octave (C-C)
- Compose melodies made from pairs of phrases in G major or E minor and transcribe using staff notation.
- Compose a rondo piece.



- Which of these did Mozart compose?
- How does ternary form mean?
- What is a rondo?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Innovator



Kim Wilde - Singer



Year 5
- Know which instruments are often used in Synth music.
- Know what a triad is.
- Know what fortissimo and pianissimo mean.

Year 6
- Know which instruments are often used in Synth music.
- Know what a chord progression is.
- Know what mezzo forte and mezzo piano mean..



- Synth music : music made with electronic sounds
- Fortissimo: When the music gets loud and powerful
- Pianissimo: When the music is very quiet
- Triad: Three notes played together
- Mezzo forte: Moderately loud
- Mezzo piano: Moderately soft
- Chord progression: A group of musical chords that move from one to another, creating a journey of sounds



Year 5
- Improvise an 8 beat melody over a simple groove.
- Perform chordal accompaniment to a simple song.
- Use music technology to compose a music inspired by 80s Synth/pop

Year 6
- Improvise a 16 beat melody over a fixed groove.
- Add chordal accompaniment to a melody.
- Use music technology to compose a music inspired by 80s Synth/pop



- What is synth music?
- What does fortissimo mean?
- What does pianissimo mean?
- What does triad mean?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



Power



Calypso Rose - Composer



Y5

- Know that calypso music has complex rhythms and harmonic vocals.
- Know what a time signature is.
- Know that a semi-breve is worth 4 beats.
- Know that a semi-quaver is worth ¼ beat

Y6

- Know that calypso music has syncopated rhythms.
- Know the difference between 2/4, 3/4 and 4/4 time signatures.
- Know that a semi-breve rest is worth 4 beats.
- Know that a semi-quaver rest is worth ¼ beat.



- Calypso: A fun and lively type of music that started in the Caribbean. It often has strong rhythms and tells stories.
- Counter Melody: A second melody that plays along with the main melody. It makes the music sound more interesting.
- Semibreve: A long musical note that lasts for four beats.
- Semiquaver: A very short musical note that lasts for a quarter of one beat.

Year 5 and 6

- Perform a calypso song in three parts.
- Read and play short rhythmic phrases on sight.



- What is calypso music?
- What does 3/4 time mean?
- How many beats is this note? (semi-breve)



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 B Music Spring 2

Innovators



Johann Pachelbel- Composer



Year 5
- Know that Pachelbel was a famous composer during the Baroque period.
- Know all the notes in the C major/A minor scale.
- Know what ternary form means.

Year 6
- Know that Pachelbel was a famous composer during the Baroque period.
- Know all the notes in the G major/E minor scale.
- Know what a rondo is.



- Structure: How music is organised to make it sound good and flow smoothly
- Rondo ABACA: A musical pattern where the main melody keeps coming back after different sections
- Classical: style of music that is played with instruments like pianos and violins, and often sounds calm and elegant
- Ternary ABA: A music form with three parts - the first and last parts are similar, and the middle part is different
- Rondo: A musical piece where a main tune comes back again and again, like a musical circle



Year 5
- Read and perform pitch notation within an octave (C-C)
- Compose melodies made from pairs of phrases in C major or A minor and transcribe using staff notation.
- Compose a ternary piece.

Year 6
- Read and perform pitch notation within an octave (C-C)
- Compose melodies made from pairs of phrases in G major or E minor and transcribe using staff notation.
- Compose a rondo piece.



- Which is the correct order for notes in the C major scale?
- What notes are in this musical phrase and how long should they be played for? C minim, AA paired quavers, B crotchet.
- What is ternary form?



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Curriculum to Inspire



UKS2 A Music Summer 2

Innovator



Alicia Keys - Singer



Year 5
- Know the typical structure of an RnB song.
- Know what a triad is.
- Know what fortissimo and pianissimo mean.

Year 6
- Know the typical structure of an RnB song.
- Know what a chord progression is.
- Know what mezzo forte and mezzo piano mean.



- **Fortissimo: When the music gets loud and powerful**
- **Pianissimo: When the music is very quiet**
- **Triad: Three notes played together**
- **Mezzo forte: Moderately loud**
- **Mezzo piano: Moderately soft**
- **Chord progression: A group of musical chords that move from one to another, creating a journey of sounds**



Year 5
- Improvise an 8 beat melody over a simple groove.
- Perform chordal accompaniment to a simple song.
- Use music technology to compose a music inspired by 90s RnB.

Year 6
- Improvise a 16 beat melody over a fixed groove.
- Add chordal accompaniment to a melody.
- Use music technology to compose a music inspired by 90s RnB.



- **What is the structure of an RnB song? ABABCB**
- **What is a triad?**
- **What does this dynamic marking mean? ff**
- **What does this dynamic marking mean? mp**



Substantive Knowledge



Disciplinary Knowledge



Core Vocabulary



Curriculum Assessment



Conceptual Strands

Musicians



Beth Carvalho - Singer and guitarist



Senyawa- Indonesia band



Izandra (Lyfta) - musician



Maurice Ravel- Composer



King Sunny Adé - singer songwriter



Kishori Amonkar – Vocalist

Musicians



Modest Mussorgsky - Composer



Izandra (Lyfta) – Musician



Woody Guthrie - Folk artist



Mozart - composer



Kim Wilde - Singer



Calypso Rose - Composer

Musicians



Johann Pachelbel- Composer



Alicia Keys - Singer



Teaching + Learning

Prepare

Learn

Reinforce

Retrieve

Create

Conceptual Strands

Women in History

It's important that our children learn about women in history to inspire a sense of belonging and recognise the vital contributions women have made to societal progress.

Innovators

Our children learn about innovators to inspire creativity and problem-solving, helping them understand the pivotal role of innovation in the progress of the human story and its impact on society.

Nottingham

Our children learn about our city, Nottingham, to foster a sense of belonging and appreciation for the local history and community.

Environmental Concerns

Our children learn about environmental concerns to foster a sense of belonging to the global community, inspiring them to take action and help protect the world for future generations

Power

Our children learn about the concept of power to foster a sense of belonging to the local and global community and empower them to become world changers.