

Music

INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

Our Vision

‘We are a Family of Friends who LEARN together.’

Our Goal

Our vision for excellence within our music curriculum is created in line with the National Curriculum Purpose of Study and aims to:






- Provide a high-quality music education that engages and inspires children to develop a love of music.
- Teach children the understanding that music is a universal language that embodies one of the highest forms of creativity.
- Recognise children’s talents as musicians and increase their self-confidence, creativity and sense of achievement.
- Provide a learning journey that helps children to develop a critical engagement with music, allowing them to compose, listen and reflect on musical forms from a wide and diverse range of genres, cultures and musicians.

Our intention is to:

- engage, inspire, motivate, support and challenge
- ensure our learners progress academically and become more expert as they progress through the curriculum
- develop successful, informed, engaged, thoughtful, confident learners, who make a positive contribution to the community and society – both now and in the future.

Our Values & Curriculum Drivers

At Hove Learning Federation, history is driven by the following values:

	<p>Love of Learning</p>	<ul style="list-style-type: none"> • Inspire children’s curiosity and be given opportunities to experience what music was like in different periods • Be given opportunities to develop imagination and co-operation by working collaboratively • Be given opportunities to enjoy and succeed in the subject • Be stimulated and challenged • Be given the opportunity to develop areas of personal interest in extra-curricular time
	<p>Equality, Diversity & Inclusion</p>	<ul style="list-style-type: none"> • Enable children to make personal connections to a piece of music or artist • Foster a sense of identity and an increased understanding of their own position in their community and the world • Help children to learn to value their own and other people’s achievements • Be given opportunities to explore gender diversity in the music industry
	<p>Aiming High</p>	<ul style="list-style-type: none"> • Be reflective and analytical of personal performance and achievements • Evaluate the effectiveness of skills and techniques of self and others • Discuss the impact of music on physical and mental health • Inspire children to attain high standards by introducing purposefully chosen, aspirational musicians
	<p>Respect and Well-being</p>	<ul style="list-style-type: none"> • Foster empathy and respect for different musicians and skill sets amongst peers • Show pride in their own and others’ achievements • Ensure opportunities to perform and watch musical performances are provided through class assemblies, concerts and choir performances
	<p>Nurture and Citizenship</p>	<ul style="list-style-type: none"> • Introduce students to a diverse musical heritage from various countries around the world

Our Curriculum Design							
Meet the needs of every child across the whole curriculum							
Equity	Inclusion	Learning Behaviours	Personal Development	Skills	Knowledge and Understanding	Creative and critical thinking	Cultural Capital
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.

Learning Characteristics Animals				
Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.				
Independence	Perseverance	Curiosity	Imagination	Co-operation

Music Long Term Sequence Features							
Sequencing	Small Steps	Spiral	Long Term Memory	Making New Links	Cognitive Load	Key Concepts	Substantive and Disciplinary Knowledge
Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their musical knowledge and understanding through exposure to a progression of substantive and	Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.	The spiral design of our curriculum means children will return to key learning points and concepts. For example, in KS1 our sequence guides children to experiment with and combine sounds which will underpin their	The progression of knowledge in music has been clearly mapped across each year group to ensure children will transfer new learning to long term memory.	The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how	Our long-term sequence for music reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and	Children develop knowledge about key concepts in music which will allow them to recognise the pulse, beat, pitch and rhythm within a song across a multitude of genres. This allows them to	Substantive Knowledge The subject knowledge and explicit vocabulary used to learn about the content Disciplinary Knowledge The knowledge of how the interrelated dimensions of music are

disciplinary knowledge		understanding of improvisation and composition.	The ultimate goal is to make the learning stick!	new learning is carefully imparted over time.	lessons covered in previous years in order to refer back.	understand and appreciate existing works, and create inspiration for their own compositions.	used when singing, playing instruments, improvising and composing, allowing children to develop their own creative and original pieces and performances
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Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for Music (2014).

Why do we have a long-term sequence? What is its purpose?

- It is our intention for children to deepen their musical knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.
- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

EYFS:

The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as ‘Development Matters.’ Music activities are derived predominantly from the following areas of learning; ‘Expressive arts and design’ ‘Communication and language’ and ‘Physical development’. However, music interweaves throughout all areas of learning and development. Age bands range from 0-Reception age and each of these bands have age related learning expectations. The development of children’s musical and cultural awareness supports their imagination and creativity. It is important that children develop their listening and attention by having regular opportunities to listen to music, both live and via videos or audio. Children should also have regular opportunities to engage with singing a large repertoire of songs and exploring instruments, enabling them to identify: sounds they like, sounds that they think make sense together, how they can make different sounds using the same source or instrument and how sounds and music makes them feel.

KS1:

Music is taught in blocks throughout the year following the scheme ‘Music Express’. The music curriculum is taught as a stand-alone topic. Learning is carefully sequenced following the National Curriculum objectives for each year group. Learning is broken down into small steps and lessons offer opportunities to revisit and connect to prior learning through the lesson design. Our curriculum is enhanced by weekly singing assemblies and when possible, visits from local musicians. Across each key stage, children are given opportunity to perform, listen to, review and evaluate music, learn to sing and to use their voices, to create and compose music on their own and with others, understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. This is a progressive cyclical learning approach where learning is revisited over the course of each Key Stage, deepening their understanding each time.

Lower KS2:

As children move into KS2, each module focuses on a particular aspect of music; singing and listening; notation and theory; composition. Opportunities for performance are integrated across all modules along with singing assemblies and whole year performances throughout the year. Our Junior school curriculum has been designed by our music subject team to deliver a clear spiral of knowledge and skills that ensures children have the opportunity to compose and perform in each unit. Teachers make use of the online music scheme Charanga to support their planning and through this platform, teachers have access to a wide range of songs from different genres as well as digital composing tools.

Singing and Listening: Children will sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. They will sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. As children move into year 4 they will sing more complicated songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression. Children will discuss the stylistic

features of different genres, styles and traditions of music using musical vocabulary. They will understand that music from different parts of the world has different features and instruments. Children will recognise and explain the changes within a piece of music using musical vocabulary. They will begin to use musical vocabulary when discussing improvements to their own and when adapting others' work. As children move into year 4, they will identify dynamic and tempo changes within pieces of music. Children will recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. They will identify common features between different genres, styles and traditions of music. They will be able to identify scaled dynamics (crescendo/decrescendo) within a piece of music and use musical vocabulary to discuss the purpose of a piece of music.

Composition: Children will compose a piece of music in a given style with voices and instruments. They will combine melodies and rhythms to compose a multi-layered composition using a given scale. Children will use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. They will reflect, review, suggest and implement improvements to their own work, using musical vocabulary. As children move into year 4 they will compose a coherent piece of music in a given style with voices and instruments and begin to improvise musically within a given style within a given key. Children will be performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Children will play melody parts on tuned instruments with accuracy and control and developing instrumental technique along with improvising over existing music.

Upper KS2:

As children move into the final years of KS2, each module continues to focus on a particular aspect of music; singing and listening; notation and theory; composition however key learning from lower key stage one is deliberately built upon so children can deepen their understanding and apply the skills they have acquired with more confidence. They are also encouraged to be more independent in both their original compositions and performances. Working collaboratively in pairs and small groups they can make informed decisions about how they create an end piece of music for an occasion or audience. They are encouraged to form opinions about which music appeals to them at different times and explain why.

Singing and Listening: Children will sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. They will work as a group to perform a piece of music, adjusting dynamics and pitch while keeping in time with others and communicating with the group. Children will perform with accuracy and fluency from graphic and simple staff notation. They will perform a solo or take a leadership role within a performance. Children will recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. They will represent the features of a piece of music using graphic notation, justifying their choices with reference to musical vocabulary. They will compare, discuss and evaluate music using detailed musical vocabulary. Children will develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work. Children will represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. They will identify the way that features of a song can complement one another to create a coherent overall effect. Children will use musical vocabulary correctly when describing and evaluating the features of a piece of music. Children will confidently use detailed musical vocabulary to discuss and evaluate their own and others work. In year 6, children will look at the positive impact music can have during difficult times in history (WWII) discussing the emotional impact that music had on those involved. They will make comparisons on different interpretations of known music including covers using different instruments and styles.

Notation: Children will leave upper KS2 knowing how to use staff, clefs and other music notations. They will also learn about the appearance of the staff or staves and ledger lines; different kinds of bar lines; notations for the different clefs; basic time signatures like 4/4, 3/4 and 2/2; the notations for the different accidentals - #, b, ♯ - (and their meanings); the names and values of different notes and their notations; and the notations and values of the different rests.

Composing: Children will compose a detailed piece of music from a given stimulus with voices, bodies and instruments. They will be able to improvise coherently within a given style. Children will combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest, using staff notation to record rhythms and melodies. Children will select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence, suggesting and demonstrating improvements to own and others' work. Children will compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. They will develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture, recording their own composition using appropriate forms of notation and/or technology. They will be able to constructively critique their own and others' work respectfully, using accurate musical vocabulary.

HLF Long Term Plan Example

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, concept question, substantive concepts and small step, lesson by lesson progression.

MUSIC- HLF LONG TERM PLAN YEAR 2023 - 2024								
		EYFS- done	Y1- done	Y2	Y3	Y4	Y5	Y6
AU1	Unit	Vocal Music-Nursery Rhymes	Our bodies: Performing a steady beat Identifying repeated rhythm pattern, Tempo Ourselfes: Pitch, rhythm, tempo	Ourselfes: Using voices expressively and creatively by singing, speaking chants and rhymes	Singing and Listening SONG: Miley Cyrus – The Climb	Singing and Listening SONG: Year 4 Fab Finish songs	Singing and Listening SONG:	Singing and Listening SONG THAT NEEDS A KEY CHANGE
	Steps	<ul style="list-style-type: none"> -speak and chant short phrases, simple songs and rhymes together -find their singing voice and begin to develop a sense of pitch over a small range of notes -sing a variety of songs both accompanied and unaccompanied -play instruments and sound-makers by shaking, scraping, rattling and tapping -start and stop together 	<ul style="list-style-type: none"> -I can perform a steady beat at two different speeds -respond to a change of mood in a piece of music -Identify a repeated rhythm pattern -combine a rhythm pattern and a steady beat -perform in a group with concentration -perform patterns with body percussion and keep a steady beat -use our voice to create different sounds -explore how we make and change sounds -speak and chant together -sing in time to a steady beat -co-ordinate actions to go with a song -use our hands and feet to create different sounds -add sounds to a story -Performing a steady beat at two different speeds (tempo) -Responding to change of mood in a piece of music with a slow and fast steady beat -Identifying a repeated rhythm pattern -Combining a rhythm pattern and a steady beat -Performing together with concentration -Performing rhythm patterns on body 	<ul style="list-style-type: none"> -sing a variety of songs with more accuracy of pitch -echo short sung melodic phrases -identify if pitch is getting higher/lower/staying the same 	<ol style="list-style-type: none"> 1. To listen to and discuss a song <i>To think about the meaning of a song. Listen carefully and respectfully to other people's thoughts about the music. To confidently identify and move to the pulse. To choose one song and be able to talk about the: Lyrics, melody, instruments and tempo</i> 2. To learn the lyrics of a song <i>To recognise that songs can affect emotions</i> <i>To sing in unison</i> <i>Structure</i> <i>Chorus</i> <i>Verse</i> <i>Hook</i> <i>Bridge</i> 3. To learn the lyrics of a song <i>Warm up: To recognise the difference between a wind, percussion and string instrument.</i> <i>To sing with awareness of being 'in tune'.</i> <i>To know lyrics by heart.</i> <i>To explore adding texture to a song with tuned and untuned (percussion) instruments.</i> 	<p>Class 1 and 2: Ukulele Music Makers</p> <p>Class 3 and 4: Notation Unit (Spring Term)</p> <p>They then swap next term.</p> <p>All Year 4 classes will be learning the songs for their show and will be able to access the singing and listening skills through learning and performing their class's songs.</p>	<ol style="list-style-type: none"> 1. To listen to and discuss a song <i>Evaluate the song, justifying your opinion with reasons, using musical language (e.g. tempo, genre, texture, rhythm, lyrics and melody.)</i> <i>Find the meaning behind lyrics in songs. Listen to the song in alternative genres and provide feedback on the differences as well as their own preferences. Understand how the social/historical context can influence a song.</i> 2. To learn the lyrics of a song <i>Warm up: To manipulate a beat. Be able to recall the lyrics and melody of a song. To explore the effect of dynamics and emphasis.</i> 3. To learn the lyrics of a song with opportunities for solo performances <i>Warm up: To recognise the difference between a tuned and untuned instrument. Understanding texture: How a solo singer makes a thinner texture than a large group. To listen, compare and evaluate the song in 2 other genres. To add texture appropriately to a song with tuned and untuned (percussion) instruments.</i> 	<ol style="list-style-type: none"> 1. To listen to and discuss a song with reasons, using musical language (e.g. tempo, genre, texture, rhythm, lyrics and melody.) <i>Find the meaning behind lyrics in songs. Listen to the song in alternative genres and provide feedback on the differences as well as their own preferences. Understand how the social/historical context can influence a song. Evaluate the musical dimensions of a song e.g. a key change and how this impacts the effectiveness of the song.</i> 2. To learn the lyrics of a song <i>Be able to recall the lyrics and melody of a song. To explore the effect of dynamics and emphasis. To sing with a key change.</i> 3. To learn harmonies. <i>Warm up: Listen to and name the main instruments that are needed in a band vs an orchestra. To be able to sing in simple harmony. To add texture effectively with a mixture of tuned and untuned (percussion) instruments.</i>

HLF Subject Progression Ladders

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2. Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

	Year R (Subject: Past & Present)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Nursery Reception By the end of Reception: They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling. <i>Sequencing of the school day. Visual timetable. Measure short periods of time.</i>							
Chronological Understanding		By the end of KS1: Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	Place known events and objects in chronological order.	Describe where the people and events studied fit within a chronological framework. <i>Add people, events and dates to timelines. Sequence events which are close together on a time frame. Begin to make links between events and how they led on to one another.</i>	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
		Describe events and recount changes within living memory.	Describe memories and changes that have happened in their own lives.	I know that the past can be divided into different periods of time	I can place events, artefacts and historical figures on a time line, using dates	I can compare some of the times studied with those of the other areas of interest around the world.	I can use dates and terms accurately when describing events	
		Describe events and recount changes within living memory.	Describe memories and changes that have happened in their own lives.	I can order some key events in history and understand the concept of change over time and represent this on a timeline	I can sequence events from a famous person's life, or a famous historical event/era	I can use dates and historical terms accurately when describing events.	I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural	I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural
		Begin to discuss differences about how we live now and how people used to live.	Begin to identify similarities and differences between ways of life in different periods.	I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural.	I can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural.	I understand the concepts of continuity and change over time, representing them, with evidence, on a time line	I understand the concepts of continuity and change over time, representing them, with evidence, on a time line	I understand the concepts of continuity and change over time, representing them, with evidence, on a time line
Vocabulary	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon, Months of the year Days of the week Minutes Hours Next, Before, after that	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon, Months of the year Days of the week, minutes, hours Next, before, after that, when I was..., when my parents/grandparents	A long time ago, yesterday, tomorrow When we were younger Morning, Afternoon, Months of the year Days of the week, minutes, hours Next, before, after that, when I was..., when my parents/grandparents	Prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age.	dates, time, period, era, chronology, century, decade Before Christ (BC), anno domini (AD), Roman empire, change,	Palaeolithic, century, population, expansion, change,	Palaeolithic, century, population, expansion, change,	

EYFS

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Substantive Knowledge

This is the subject knowledge and explicit vocabulary used to describe the past and the established facts that are central to this subject.




Golden Thread – 3D Curriculum Curriculum Drivers & Substantive Concept Mapping

Our curriculum drivers (see above) and our music substantive concepts (see below) are the 'golden thread' running through our music curriculum.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.






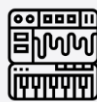


This supports our work towards a 3D curriculum that promotes remembering. Our 3D curriculum is designed so that knowledge is built upon term by term, year by year and between topics across a variety of year groups. This enables our children to gain and retain more knowledge and understanding.

Music 3D Curriculum

Vertical Links	Horizontal Links	Diagonal Links
<p>Concepts deliberately constructed within a subject that are encountered across year groups from EYFS to Y6.</p> <p>For example, the concept of PITCH this is explored in EYFS- where they are given opportunity to distinguish between high and low pitch. In YEAR 2- playing pitch lines on tuned percussion. In YEAR 3- showing the shape of a melody as rising and falling in pitch. In YEAR 4 – understanding melodic movement up and down as pitch and in YEAR 6 - Identifying the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Links between subjects, commonly known as cross-curricular, or themed.</p> <p>For example, Music is used in PE to encourage movement, evoke emotion in dance, developing movement and helping children build up spatial awareness.</p> <p>Music is used in maths to help children learn different mathematical concepts (pattern- EYFS & KS1/coding – KS2). Children listen to stories in literacy and use songs to help children remember them (talk for writing/rhyme/poetry).</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Concepts connected across both year groups and across subjects (for example – in music these links are often made through cultural connections such as religious songs, French songs, songs that celebrate different festivals and traditions, and the classroom country focus (EFYS)</p> <div style="text-align: center; margin-top: 20px;">  </div>

Music Substantive Concepts






We have defined 8 substantive concepts that are the suggested vehicle to connect the substantive knowledge. We return to these across the topics within our spiral curriculum design and consider them when developing our appreciation of the history of music as well as present day examples.

Rhythm	Texture	Dynamics	Pitch	Structure	Timbre	Pulse	Tempo
							
Rhythm is all about the timing of sounds. Listen to some instruments and clap along. You'll learn how to combine different sounds to create a rhythm	Music can have many layers. Learn the difference between thick and thin textures as well and the meaning of monophonic, homophonic and polyphonic textures. Understand how melody and accompaniment combine to create music with a thick texture by listening to the Australian bush ballad, Waltzing Matilda.	Learn about the differences in volume – loud and quiet. Understand musical terms for dynamics including pianissimo, piano, forte, fortissimo, crescendo and decrescendo	Learn about how melodies can either be high or low. We'll show you the difference between ascending and descending pitches using a range of instruments.	Musical form describes the structure in a piece of music. Sing along to Twinkle, Twinkle, Little Star and Ring-a-ring o' Roses to learn about different musical forms including ternary form, ostinato, call and response and a canon.	How do you create different moods using music? Tone and resonance can be used to alter the timbre and transform the sound of the music.	Pulse is essentially the heartbeat of the music and is also referred to as steady beat - the beat which steadily sits underneath the sounds in a piece of music.	Tempo can be defined as the pace or speed at which a section of music is played. Tempos, or tempi, help the composer to convey a feeling of either intensity or relaxation. We can think of the tempo as the speedometer of the music.

These concepts are also covered in the National Curriculum's defined inter-relational dimensions of music: Pitch, Duration, Dynamics, Tempo, Texture, Structure and Timbre

Disciplinary Knowledge – Thinking as a musician

Disciplinary knowledge in music is the interpretation and application of substantive knowledge (the inter-related dimensions of music) It is used when listening, interpreting, singing, playing instruments and improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to understand and combine the dimensions of music to create a specific and desired effect.

Performing Singing	Performing Instruments	Listening and Appreciating	Composing	Reviewing and Evaluating
				
Children will have the procedural knowledge to	Children will have well developed procedural confidence to use a	Children will learn to appreciate and	Children at Hove Learning Federation will be able to	Children will review their work offering feedback to peers

perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	variety of tuned and untuned instruments to create a range of sounds. They will have the opportunity to give both solo and ensemble performances understanding how their part contributes to a whole.	understand a wide range of high-quality live and recorded music drawn from different traditions, cultures, composers and musicians. They will develop an understanding of the history of music	improvise and compose music for a range of purposes using the inter-related dimensions of music They will learn to use and understand staff and other musical notations.	and developing their ability to reflect on their own performances. Through a developing understanding of how music is created and produced they will be able to judge what has been successful and suggest ways forward.
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Local Knowledge, Enrichment & Cultural Capital

Local knowledge and community

At HLF, we value the importance of our local community. Within our curriculum our children learn about the musical links in Brighton and Hove and in the cultures and histories that are part of our school community. Parents and carers are invited to come into school to showcase their musical skills and talk to children about careers and pathways that are linked to their music learning.

Enrichment

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

Cultural Capital

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that are woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives.

Implementation – How do we deliver the curriculum?

-The strategies and steps that we take every day to achieve our curriculum intent

Sequencing






Our music curriculum is taught across each year group in units which are deliberately timetabled to deliver our spiral model effectively. This enables our children to build a depth of knowledge, acquire and practice key skills and embed vocabulary. Each unit is strategically planned to build upon prior learning with opportunities to introduce and revisit key concepts woven throughout in order to deepen pupil understanding. An example of this is outlined below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Vocal Music- Nursery Rhymes	Instrumental Music- Varying pitch, tempo and volume	Instrumental Music- Learning about Pitch and how to control it	Vocal Music- Learning how to rap and inventing raps	Vocal Music- Singing as a group	Instrumental Music- Reading music and music notation
Year 1	Our bodies: Performing a steady beat Identifying repeated rhythm pattern, Tempo	Animals: pitch (voice), pitch (instruments) Weather: duration, rhythm, tempo	Our school: duration, texture Travel: dynamics, tempo, pitch	Patterns: Beat, pattern, metre Story time: Tempo, dynamics	Number: Beat, percussion, tempo Seasons: Pitch-responding	Machines: Beat-sequence sounds, beat-playing at different speeds, beat-following a conductor Water:

	Ourselves: Pitch, rhythm, tempo				with movement	Pitch- performing simple pattern, pitch-musical structure/listening responding
Year 2	Ourselves: Using voices expressively and creatively by singing, speaking chants and rhymes	Toys: Perform, listen to, review and evaluate music	Animals & Number: play tuned and un tuned instruments. Use voices expressively and creatively by singing, speaking chants and rhymes	Storytime & Seasons: experiment with, create and combine sounds	Weather: Perform music and dance	Travel: listen with concentration and understanding to a range of music. Experiment with sounds.
Year 3	Miley Cyrus – The Climb Learning a song and performing in class	Christmas performance (all years)	Bob Marley – Three Little Birds Notation theory	Charanga - The Dragon Song Notation adaptation / performance	Charanga – Bringing us Together Writing music using notation	Reflect, Rewind, and Replay Writing lyrics and performance
Year 4	ABBA - Mama Mia Learning a song and performing in class	Christmas performance (all years)	The Beatles – Yesterday Notation theory	Bill Withers – Lean on Me Notation adaptation / performance	The Beatles – Blackbird Writing music using notation	Reflect, Rewind, and Replay Writing lyrics and performance
Year 5	Bon Jovi - Livin on a Prayer Learning a song and performing in class	Christmas performance (all years)	Adele - Make You Feel My Love Notation theory	Charanga – The Fresh Prince of Bel Air Notation adaptation / performance	David Bowie – Dancing in the Street Writing music using notation	Reflect, Rewind, and Replay Writing lyrics and performance
Year 6	Pharell – Happy Learning a song and performing in class	Christmas performance (all years)	Charanga – A New Year Carol Notation theory	Carole King – You’ve Got a Friend Notation adaptation / performance	Charanga – Music and Me Writing music using notation	Reflect, Rewind, and Replay Writing lyrics and performance

Pedagogy

Key Principles for Effective Teaching & Learning at Hove Learning Federation

high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
inspire, support and challenge	layered modelling to ensure access for all children	subject knowledge and mastery	effective questioning and feedback	'making it stick' - transferring knowledge to long-term memory



Key Theories & Evidence Based Research to design lessons and units

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<p>Sweller's cognitive load theory</p>	<p>Rosenshine's principles of instruction</p>	<p>Cain and Oakhill's vocabulary instruction</p>	<p>Maslow's Hierarchy of Needs</p>
<p>Fiorella and Mayer's generative learning practice</p>	<p>Ebbinghaus' forgetting curve</p>	<p>Interleaving and Spacing</p>	<p>Bloom's Taxonomy</p>
<p>Retrieval Practice</p>	<p>Bruner's Spiral Curriculum</p>	<p>Pupil Book Study</p>	<p>Education Endowment Foundation</p>

Assessment

Assessment opportunities are continuous and form a key part of our teaching and learning.

Formative assessment opportunities are planned in throughout our lesson model (see examples below).

Summative assessment – opportunities are planned in at the end of units and the end of the year.

Examples of in class formative assessment opportunities

<p>deliberate practice and rephrasing of taught content</p>	<p>cumulative quizzing within the learning sequence</p>	<p>structured discussions in class</p>	<p>retrieval and recall</p>	<p>explaining and challenge partner talk</p>
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self and peer assessment 	teacher feedback and summaries 	diagnostic questioning 	higher order thinking and exit tickets 	summarising and explaining the Big Question from the sequence
rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & concept questions

Mapping and Planning – 7 Lenses

Alex Bedford's Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

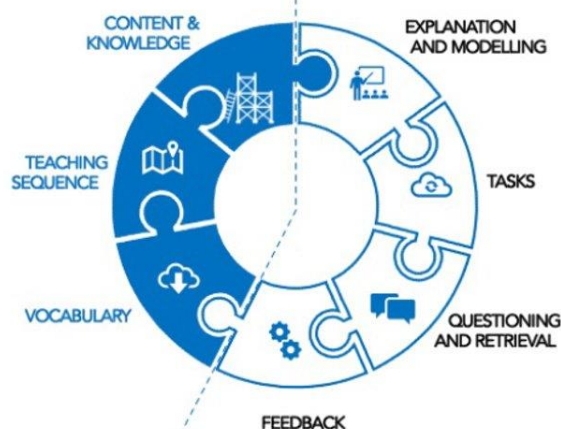
When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning 'travel' with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).

STRUCTURE

PARTICIPATION



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

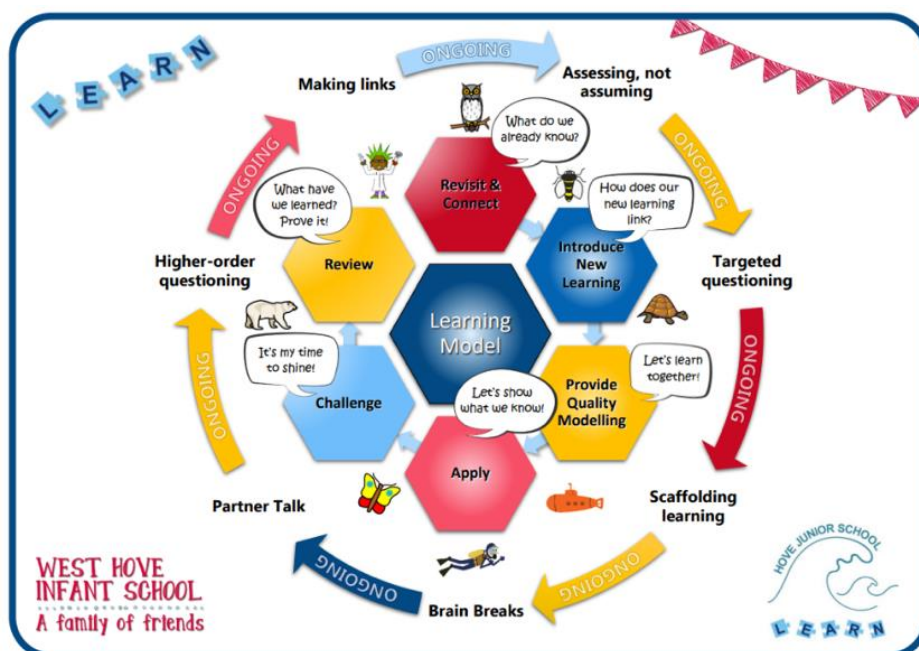
Lesson Structure/Model

Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking. Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



Environment and Resources

We utilise a plethora of high-quality images and diagrams within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts and images that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson.

Diversity and Identity across the Music Curriculum

All children have the right to experience the vast world of music. Our music curriculum is planned to be inclusive and to meet the needs and interests of all learners, including those who have already identified musical ability, those with the potential to excel in this subject and reluctant learners who may have barriers to engagement. Indeed, music might open avenues of communication and methods of expression that may otherwise be difficult to access. Music from a diversity of ethnic and cultural origins can enrich the experience of all children and introduce them to other cultures. Access to school choirs, instrumental tuition and extra-curricular activities is enriching and open to all. Pupil Premium funding can be allocated to support musical instrument tuition.

Learning Difficulties and Disabilities

We aim to ensure that children with special educational needs are supported in accessing the music curriculum through a range of strategies.

- Allocated adult support
- Teamed support with higher achievers
- Adjusted objectives
- Active learning methods

The class teacher is responsible for ensuring weekly plans are accessible to all children and that objectives are appropriate. Tasks are broken down into small steps giving achievable goals and leading to purposefully designed tasks. Previous work covered is regularly reinforced so the children achieve their full potential.

Able Pupils

Pupils who show that they are able in music will be challenged through a variety of ways so that they are also supported to make progress and excel. The class teacher is then responsible for ensuring planning identifies appropriate and challenging objectives for these children. Parents will be informed and sign-posted to beneficial, extra-curricular activities including the possibility of learning an additional instrument through the peripatetic teaching provision. Opportunities through the Music Centre will also be identified.

Celebrating Cultural Diversity

Music helps children to develop socially as they interact, share and gain an understanding of their own and other children's cultural heritage. It provides a link for children of different abilities, ages and children for whom English is an additional language to communicate and work together.


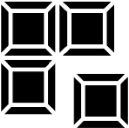

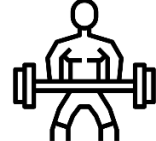
We sing and perform a range of songs, music and stories from around the world. Pupils recognize how music has influenced a community or country and see in turn how sounds and rhythms from other cultures can influence their work. Children also learn about instruments from other countries and are encouraged in their own personal development to share the music and instruments that are played and celebrated in their homes and traditions.





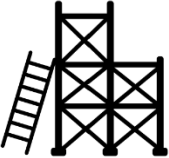


Music is open to all children, of whatever age, gender, ethnic origin, ability, and social background as it teaches children knowledge and understanding of the world around them

SEND & Inclusive Learning

As described above, we adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become musicians.

We do this by:

	-Identifying the CRITICAL CORE CONTENT that children with SEND need to know and use.
	-CHUNKING knowledge and knowledge notes/models in manageable sections
	-Teachers use structured RESPONSIVE FRAMEWORKS (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured DELIBERATE PRACTICE to increase attention and retention

	<p>-Children with SEND are entitled to think hard. We use structured CHALLENGE FRAMEWORKS to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths</p>
	<p>· Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.</p>
	<p>· Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of history skills.</p>
	<p>· Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of historical concepts.</p>
	<p>· Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.</p>
	<p>· Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)</p>
	<p>· EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology</p>




Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps




Hove Learning Federation Impact

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

Learning Behaviours	Emotional 	Names and expresses emotions Manages impulses of personal behaviour	Shows pride in successes	Social 	Focuses on learning in class Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	Cognitive 	Organises time and space for own learning Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions
Attitudes to Learning	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
Quality of Education	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see

Flip/PowerPoint and planning look 	<ul style="list-style-type: none"> • Planning for small steps • Progress and learning over time • Knowledge and skills based • Child centred, active learning • Consistency with the use of the HLF Learning Model across year groups and sites
Book Look 	<ul style="list-style-type: none"> • Shows progress of knowledge and skills • Shows development of learning and understanding • Demonstrates a clear sequence of learning • High expectations, consistency and pride in work
Pupil Voice 	<ul style="list-style-type: none"> • Use precise vocabulary • Show a deep understanding of the learning • Are enthusiastic about their learning • Talk through the learning sequence • Highlight how the learning builds lesson to lesson and unit to unit

‘Implementation’). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to share and inspire
- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine’s Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is ‘sticking’ in the children’s long-term memory

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see ‘Subject analysis and Action plans’ below).

Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practise and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g., student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
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Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).

Summative Assessment

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.