



South Gosforth First School
Music - Subject Overview



‘A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement’ – Mary Myatt

Music at South Gosforth First School

Through our teaching at South Gosforth First School we want to encourage our children to experience and enjoy listening to and creating music. We will create opportunities for the children to sing and play music using a variety of instruments. Each lesson will include opportunities to listen to and appraise music from a wide variety of genres, types and different cultures from around the world. Teachers will explain concepts using clear musical vocabulary which will be built upon throughout the children’s musical education.

There will be clear communication of musical ideas using this vocabulary and modelling of these ideas – either by the teacher or use of appropriate resources (audio/video). Some music lessons will include freedom and opportunities for the children to compose music and choose appropriate instruments to capture an effect. Co-operation and turn taking will also be encouraged through group work as well as the opportunity to perform within the class. This will lead into the children giving and receiving feedback on their own and others performance to build up confidence in this subject area. We would also look to bring in notation throughout their time at South Gosforth – beginning with simple graphical representations of music but progressing to more formal notation of rhythm and melody.

Intent			
How our key drivers are lived through our Music curriculum			
Character	Culture	Creativity	Challenge
Children’s musical confidence is built up throughout their time in South Gosforth First School. Teachers clearly demonstrate how co-operation is necessary to create great music – when playing as a group we create great music as a team.	Children are given an understanding that every culture in the world has music. Children specifically learn music from Burkina Faso, Senegal, Brazil, Hawaii, Nigeria and Trinidad & Tobago School staff promote a real passion for music as a subject and champion the idea that everyone can be musical.	Children are given opportunities to compose and choose instruments and sounds to create particular effects. Children are allowed to improvise during their instrumental lessons. This will include the children being provided opportunities to take the lead and have the ensemble respond.	Pupils access a wide variety of high-quality music to listen to and enjoy. Pupils build a large musical vocabulary to enable them to describe what they listen to including identifying a variety of instruments and genres by sound. Teachers carefully plan a progressive and sequential series of lessons where each unit builds upon prior learning.



EYFS

Music

Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:

Nursery



- Sing a wide range of nursery rhymes and new and familiar songs.
- Sing in the Christmas EYFS Nativity Performance.
- Experiment with musical instruments to explore changes in tempo and pitch and to copy and follow a rhythm.
- Listen to a variety of musical pieces – to talk about likes/dislikes, feelings and to identify the sounds different instruments make.
- Use outdoor stage for performing songs, stories and scenarios.
- Use instruments outside to experiment with sounds.
- Engage in storytelling using characters' voices and expressions (puppets, nursery rhymes, reading areas etc.)
- Role play creating scenarios.
- Innovate with familiar songs.
- Use construction as a stimulus for music and expression.



Reception		
Our World (Original Charanga) 	Big Bear Funk (Original Charanga) 	Reflect, Rewind and Replay (Original Charanga) 
• Listen and respond to different styles of music. • Learn a range of nursery rhymes: ◦ Find the pulse in different ways (jumping, clapping, blinking, marching etc.) ◦ Clap simple rhythms from nursery rhymes • Learn to sing and perform songs for the Christmas EYFS Nativity Performance. • Play rhythm games and copy back rhythms. • Begin to explore pitch using tuned percussion and through singing. • Make instruments using junk modelling. • Use outdoor stage for performing songs, stories and scenarios. • Use instruments outside to experiment with sounds. • Engage in storytelling using characters' voices and expressions (puppets, nursery rhymes, reading areas etc.) • Role play creating scenarios. • Innovate with familiar songs. • Use construction as a stimulus for music and expression.		

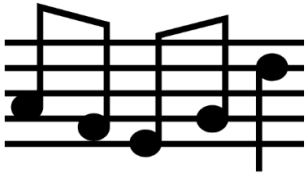


Year 1- 4				
In Years 1-4 we do four Music modules spread across the academic year				
Autumn		Spring		Summer
Year 1	My Musical Heartbeat (Charanga MMC)	Djembe 1 – Burkina Faso – ton beh	Dance, Sing and Play (Charanga MMC)	Exploring Sounds (Charanga MMC)
				
	Musical Spotlight: Every piece has a “pulse” or “beat”	Musical Spotlight: Play untuned percussion musically	Musical Spotlight: Music has “pitch” which is either high or low and “rhythm”	Musical Spotlight: Understand that music is made up of long/short loud/quiet and high/low sounds
	Social Question: How can we make friends when we sing together?	Social Question: Why do we need a leader when we play together?	Social Question: How does music tell us about the past?	Social Question: How Does Music Make the World a Better Place?
	Listening: <i>Find The Beat, 1-2-3-4-5, Head, Shoulders, Knees and Toes, Shapes, We Talk To Animals, Piano Sonata No.11 by Mozart</i>	Singing and chanting: children will chant the rhythms ton-beh and pa-da-ba pa-da-beh	Listening: <i>Twinkle, Twinkle, Little Star, In the Orchestra, Daisy Bell (Bicycle Built For Two), Dancing Dinosaurs, Rock-a-bye Baby, I’m a little teapot.</i>	Listening: <i>If You’re Happy And You Know It, Sing Me A Song, Sparkle, Rhythm In The Way We Walk, Baby Elephant, Cinderella Waltz-Coda by Prokofiev</i>
	Singing and chanting: <i>Find The Beat, 1-2-3-4-5, Head, Shoulders, Knees and Toes, Shapes, We Talk To Animals, We Are Together</i>	Instrumental playing: Learn that they get different sounds from the middle and edge of the drum Learn 2 rhythms	Singing and chanting: <i>Twinkle, Twinkle, Little Star, In the Orchestra, Daisy Bell (Bicycle Built For Two), Dancing Dinosaurs, Rock-a-bye Baby, I’m a little teapot.</i>	Singing and chanting: <i>If You’re Happy And You Know It, Sing Me A Song, Sparkle, Rhythm In The Way We Walk</i>
	Instrumental Playing: Adding accompaniment to <i>Shapes</i> , Adding accompaniment to a song of the children’s choice in step 6.	Learn how they can be played separately and combined.	Instrumental playing: Adding accompaniment to <i>Twinkle-twinkle</i> and <i>Dancing Dinosaurs</i> , Adding accompaniment to a song of the children’s choice in step 6.	Instrumental playing: Adding accompaniment to <i>Sing me a song</i>
	Composition: Improvising and composing within 1-2-3-4-5 and <i>Shapes</i>	Composition: some simple opportunities for call and response.	Composition: Improvise over <i>Twinkle-Twinkle</i> and <i>Dancing Dinosaurs</i>	Composition: Improvising and composing within the song in <i>Sing me a song</i>
	Notation: Creating a graphic score in Step 2 – <i>A musical up and Down Journey</i> , Step 4 - <i>Animals</i>			Notation: Create a Graphic Score: <i>Sparkly Things</i>



			Notation: Creating a graphic score in Step 2 – <i>Going to the Supermarket</i> .	
Year 2	Pulse, Rhythm and Pitch (Charanga MMC)  Musical Spotlight: Music has a steady pulse, high and low sounds which are combined to make music Social Question: How Does Music Help Us to Make Friends? Listening: <i>Music Is In My Soul, Boléro by Ravel, Hey friends!, Eye Of The Tiger, Hello!</i> Singing and chanting: <i>Music Is In My Soul, Hey friends!</i> Instrumental playing: Adding accompaniment to <i>Music Is In My Soul</i> Composition: Improvising within <i>Music Is In My Soul</i>. Composing within <i>Music Is In My Soul</i> and my friends. Notation: Create a graphic score – <i>friendship</i>.	Djembe 2 – dun-dun ta – Senegal  Musical Spotlight: Play untuned percussion musically Social Question: Why do humans make music in circles? Singing and chanting: Children will chant the rhythms dun-dun ta du-gu du-gu ta Instrumental playing: Remind the children of the different sounds which they get from different parts of the drum. Learn the rhythm and a variation Build this into a longer piece changing between the normal rhythm and the variation. Composition: provide opportunities for the children to compose a simple phrase.	Playing in an Orchestra (Charanga MMC)  Musical Spotlight: Playing together is a very important part of being a musician. Social Question: How Does Music Teach Us About The Past? Listening: <i>Sparkle in the Sun, For The Beauty Of The Earth by Folliott, Listen, Fascinating Rhythm, The Orchestra Song</i> Singing and chanting: <i>Sparkle in the Sun, Listen, The Orchestra Song</i> Instrumental playing: Adding accompaniment to <i>Sparkle in the Sun</i> and <i>The Orchestra Song</i> Composition: Improvising within <i>Sparkle In My Soul</i> and <i>Listen</i>. Composing within <i>Sparkle In My Soul</i>. Notation: Create a graphic score – <i>space</i>.	Inventing a Musical Story (Charanga MMC)  Musical Spotlight: Music can be used for many reasons – to express our feelings or tell a story. Social Question: How Does Music Make the World a Better Place? Listening: <i>Rainbows, Hands, feet, heart, Maple Leaf Rag</i> Singing and chanting: <i>Rainbows, Hands, feet, heart, Maple Leaf Rag</i> Instrumental playing: Adding accompaniment to <i>Rainbows</i> and <i>Hands, Feet, Heart</i> Composition: Increasing improvisation as a starter. Improvise over <i>Hands, Feet, Heart</i>. Compose over <i>Rainbows</i>. Notation: Create a graphic score – <i>colours, rainbows</i>



Year 3	Writing Music Down (Charanga MMC)  Musical Spotlight: Writing music down – introducing written notation Social Question: How does music bring us closer together? Listening: <i>Home is where the heart is, Hallelujah by Handel, Let's Work It Out Together, Loco-motion, Please be kind</i> Singing and chanting: <i>Home is where the heart is, Let's Work It Out Together, Please be kind</i> Instrumental playing: Adding accompaniment to <i>Home is where the heart is</i> and <i>Let's Work</i> Composition: Compose on a theme <i>Dreaming of Mars</i> Notation: Introduce how notes are written as symbols on a staff and some of their names Create a graphic score: <i>Dreaming of Mars</i>	Compose Using Your Imagination (Charanga MMC)  Musical Spotlight: Composition – What can you see in your head? What sounds would fit with that? Social Question: How Does Music Make The World A Better Place? Listening: <i>Your imagination, Disco Fever, You're A Shining Star, Amazing Grace, Music Makes The World Go Round</i> Singing and chanting: <i>Your imagination, Disco Fever, You're A Shining Star, Amazing Grace, Music Makes The World Go Round</i> Instrumental playing: Play instrumental parts in <i>Your imagination, You're A Shining Star, and Music Makes The World Go Round</i> Composition: Composing within <i>My Imagination</i> and on a <i>theme</i>. Notation: Create a graphic score: <i>Using your imagination</i>	Djembe 3 – Modern Rhythms – adapting Brazilian samba  Musical Spotlight: Play untuned percussion musically Social Question: Who Does Music Belong to? Singing and chanting: Children will chant the rhythm <i>Play - - of course we can play x3 Play all of this drum rhy-thm</i> Instrumental playing: Learn 2 new <i>rhythms</i> of course we can play – I bet you we can play. Introduce the texture call and response. Solo section for the children to play a short phrase Composition: Children's solo section will allow them a short space to create their own idea.	Ukulele - Hawaii  Musical Spotlight: Play tuned instruments Social Question: How Does It Feel When We Play Instruments Together? Listening: <i>Skip to My Lou, Mary Had a Little Lamb, Jambalaya (On the Bayou), He's got the whole world in his hands.</i> Singing and chanting: <i>Skip to My Lou, Mary Had a Little Lamb, Jambalaya (On the Bayou), He's got the whole world in his hands.</i> Instrumental playing: Learn several chords Learn how to strum and hold the ukulele. Learn several songs. Notation: Reading simple chord notation.
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Year 4	Musical Structures (Charanga MMC) 	Compose with your friends (Charanga MMC) 	Djembe 4 – Nigerian Rhythms 	Steel Pans – Trinidad & Tobago 
	Musical Spotlight: What is a music structure? How do we organise music? Social Question: How Does Music Bring Us Together? Listening: <i>Hoedown, Go Tell It on The Mountain, I'm Always There, Trick Or Treat, Martin Luther King</i> Singing and chanting: <i>Hoedown, I'm Always There, Martin Luther King.</i> Instrumental playing: Play instrumental parts for <i>Hoedown</i> Composition: Composing on a theme: <i>Living in the country.</i> Notation: Create a graphic score : <i>Living in the country</i>	Musical Spotlight: How Do We Make Music With Our Friends? Understanding that music has keys and notes that the melody should land on. Social Question: How does music improve our world? Listening: <i>Bringing Us Together, Mambo from West Side Story, Old Joe Clark, Bachianas Brasileiras 2 by Villa-Lobos, Dance With Me</i> Singing and chanting: <i>Bringing Us Together, Old Joe Clark, Dance With Me</i> Instrumental playing: Play instrumental parts from <i>Bringing Us Together</i> and <i>Old Joe Clark</i> Composition: Composing on a theme: <i>Unity. Compose Within Bringing Us Together</i> Notation: Creating a graphic score: <i>Unity</i>	Musical Spotlight: Play untuned percussion musically Social Question: How Do We Pass On Music? Singing and chanting: Chant Drum Rhythm. Popadom in the pan, cris-py my poppadom Instrumental playing: Recap previously learnt rhythms and sounds learn 2 new rhythms. Attitude rhythm Poppadom Composition: Combine them with previously learnt rhythms to create a larger piece	Musical Spotlight: Play tuned instruments Social Question: What does it mean to be in a band? Listening: <i>Yellow Bird, Under the Boardwalk, Under The Sea, You're So Cool, Sugar Plum Fairy – by Tchaikovsky.</i> Instrumental playing: Learn steel pan techniques. Recap on single note playing vs playing chords Learn several songs – <i>Tropical Twist, Apia's Lullaby, Shotgun</i> Notation: Reading the notation in letters and some simple examples of lettered notation as chords.



What does a Music lesson look like at South Gosforth First School?				
				
Introduction	Listen	Learn	Practise	Perform/Share
The 'big learning' is explained so the children know what they are learning, why they are learning it and how it links to previous learning.	In every lesson a piece of music is listened to and appraised. It will sometimes link directly to the learning in that lesson or offer some variety to the module being taught. The children will be encouraged to use musical vocabulary to describe what they hear.	The children will start to learn either a vocal piece, instrumental piece, dance or techniques to compose a piece of music. This will be modelled by the teacher or through the use of appropriate resources.	Children have opportunities to practise the new learning through carefully considered tasks. Learning is broken down to minimise cognitive overload, with the use of a 'teach-do' approach. In a composition lesson they would use this time to begin to create their own piece of music.	Each lesson will build to a performance at the end of the lesson. In a composition lesson this would be the opportunity to listen to each others' creations. The children will then use musical vocabulary to appraise their own and others work using constructive criticism.

What makes Music special at South Gosforth First School?	
Year 1	Enhancements: KS1 show in the summer term
Year 2	Enhancements: KS1 show in the summer term
Year 3	Enhancements: KS2 show in the spring term Choir – Opportunities to perform throughout the year
Year 4	Enhancements: KS2 show in the spring term Steel Pans Club – opportunities to perform throughout the year Choir – Opportunities to perform throughout the year

CPD			
Strategy	Who	When	Impact
'Leaders for Impact' Programme – Royal Ballet & Royal Opera	Rob Adams	Ongoing throughout academic year 2025-2026	Arts based project (inc music) delivered
'Singing School' Training – From Amanda Bennett	All Staff	Spring Term 2026	Singing School initiative implemented
Music Subject Leader Network	Richard Corbishley	Termly	
Music EYFS Training	Catherine Burnett (EYFS Lead)	October 2025	Training rolled out to EYFS staff and informed curriculum provision
'Unleashing Creativity in the Music Classroom'	Richard Corbishley	January 2026	Training delivered to staff



Impact	
Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents and is collated by Richard Corbishley (Music Subject Leader). This monitoring informs the current 'Music Subject Action Plan' which identifies key strengths and areas for development in Music, as well as actions taken to improve the subject curriculum and delivery across school.
Book Looks	
Planning Scrutiny	
Lesson Observations	
External Reports eg. SIP/Governors	