

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Discovery Curriculum** – *Music 6.7 1 lesson weekly* 2026 - 2027

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic: Me!</u> https://interactive.servicesforeducation.co.uk/scheme/1311890-year-r/1312260-me <u>Suggested Key Questions:</u> • Can I join in with songs and actions? • Can I use my voice in different ways? • What songs do I enjoy listening to? • Can I keep a steady beat?	<u>Topic: My stories</u> https://interactive.servicesforeducation.co.uk/scheme/1311890-year-r/1311898-my-stories <u>Suggested Key Questions:</u> • How can music tell a story? • What sounds match different characters or events? • How does music make us feel? • Can I create sounds to	<u>Topic: Everyone</u> https://interactive.servicesforeducation.co.uk/scheme/1311890-year-r/1311905-everyone <u>Suggested Key Questions:</u> • Can we make music together? • How do we listen carefully to others when making music? • Can I take turns when performing?	<u>Topic: Our world</u> https://interactive.servicesforeducation.co.uk/scheme/1311890-year-r/1313441-our-world <u>Suggested Key Questions:</u> • What different types of music can we hear around the world? • How does music help people celebrate? • Can I identify different	<u>Topic: Big Bear Funk</u> https://interactive.servicesforeducation.co.uk/scheme/1311890-year-r/1314277-big-bear-funk <u>Suggested Key Questions:</u> • What is Funk music? • Can I move in time to the beat? • How can I play an instrument as part of a group? • Can I create my own	<u>Topic: Reflect, Rewind, Replay</u> https://interactive.servicesforeducation.co.uk/scheme/1311890-year-r/1314333-reflect-rewind-and-replay <u>Suggested Key Questions:</u> • What music have I enjoyed learning this year? • Which songs can I remember and perform? • What musical skills have I improved?

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	- How does music help me express myself Learn to sing nursery rhymes and action songs: - Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive - Five Little Ducks - Name Song - Things For Fingers <u>Key Skills and Knowledge:</u> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments	represent a story? - Can I share my musical ideas with others? <u>Key Skills and Knowledge:</u> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments	- What happens when different instruments play together? - How can music bring people together? <u>Key Skills and Knowledge:</u> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs	instruments and sounds? - How is music similar and different in other countries? - What can music teach us about other cultures <u>Key Skills and Knowledge:</u> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery	musical pattern (riff)? - How do musicians practise before a performance? <u>Key Skills and Knowledge:</u> - Listening and appraising Funk music - Embedding foundations of the interrelated dimensions of music using voices and instruments - Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs	- Can I use my voice and instruments confidently? - How can I share my learning with an audience? <u>Key Skills and Knowledge:</u> - Listen and Appraise - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Sing and revisit nursery rhymes and action songs - Play instruments within the song - Improvisation using voices
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	dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place.	• Share and perform the learning that has taken place	• Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place.	rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place	• Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place	and instruments • Riff-based composition • Share and perform the learning that has taken place
Links to Gatsby Benchmarks:	Gatsby Benchmark 4: Linking Curriculum Learning to Careers Developing confidence in using their voice. Learning to listen, respond and participate in group activities.	Gatsby Benchmark 4: Linking Curriculum Learning to Careers Using music to tell stories and express feelings. Developing creativity, imagination and communication.	Gatsby Benchmark 4: Linking Curriculum Learning to Careers Working collaboratively in musical activities. Developing teamwork and social interaction skills valued in all workplaces.	Gatsby Benchmark 2: Learning from Career and Labour Market Information Gatsby Benchmark 4: Linking Curriculum Learning to Careers Exploring music from different cultures and communities.	Gatsby Benchmark 4: Linking Curriculum Learning to Careers Gatsby Benchmark 5: Encounters with Employers and Employees Learning about funk music and musicians.	Gatsby Benchmark 1: A Stable Careers Programme Gatsby Benchmark 4: Linking Curriculum Learning to Careers Reflecting on skills developed throughout the year. Recognising strengths in communication,

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	Building communication skills used by performers, presenters, teachers and entertainers. Exploring personal identity through music and song.	Introducing careers that involve storytelling, performance, media and the arts.	Understanding how musicians work together in groups, bands and ensembles.	Learning about musicians and performers from diverse backgrounds. Beginning to understand that music can be a career and is part of a global industry.	Exploring instruments and performance roles. Opportunities to invite visiting musicians, performers or music teachers to demonstrate career pathways. Understanding rehearsal, practice and performance expectations found in music-related jobs.	creativity and teamwork. Celebrating achievements through performance. Linking musical skills to wider employment skills and future aspirations.
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