PUCKLECHURCH CE VC PRIMARY SCHOOL

Music Handbook 2026-2027

Intent

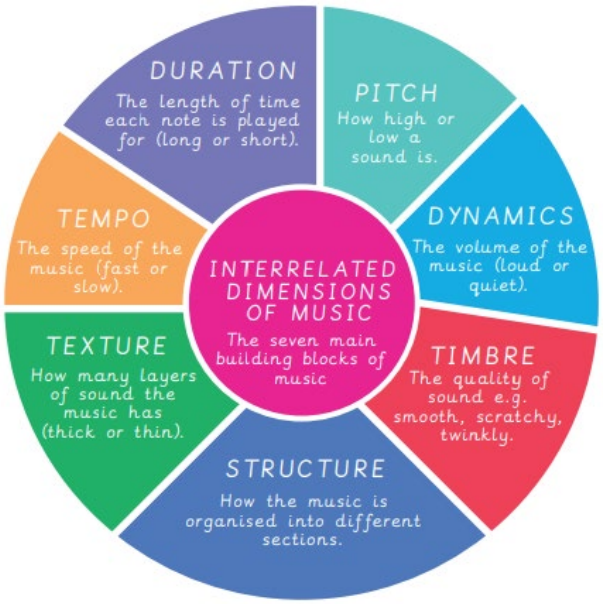
For our learners at Pucklechurch, Music will…	
Nurture social and emotional growth	Through studying music at Pucklechurch, the children will work closely with their peers to reach a shared outcome. Music relieves stress and boost self-esteem through resilience and perseverance. It acts as a way for children to express themselves.
Promote metacognition	Music will inspire children and enable them to develop their understanding of the inter-related dimensions of music. This will then allow the children to listen, compose and perform as well as being able evaluate their own and others' work.
Champion inclusiveness and celebrate differences	Our music curriculum will allow children to explore a range of genres and artists from different time periods and cultures. They will understand music is influenced by the wider cultural, social and historical contexts in which it is developed.
Raise aspirations	By improving their abilities with a range of musical instruments and achieving goals within a unit, our music curriculum allows children to feel a sense of satisfaction and achievement. They will experience what it means to be a musician and how this could lead to a possible career.

To enable the realisation of our intent, as specified in our Curriculum and Pedagogy Guide, we aim to achieve this by creating knowledgeable learners.

Building Knowledge

Key Concepts

It is important that when listening to, composing and performing music the children are equipped with the necessary theoretical and practical knowledge to allow them to make informed decisions about their tastes, compositions and performances. Our music curriculum has been influenced by seven areas that we revisit throughout the primary phase. This allows children to make connections and links to previous learning and build knowledge and understanding that is central to them behaving like subject specialists. These concepts are, pitch, tempo, timbre, structure, texture and dynamics. These are known as the elements of music.

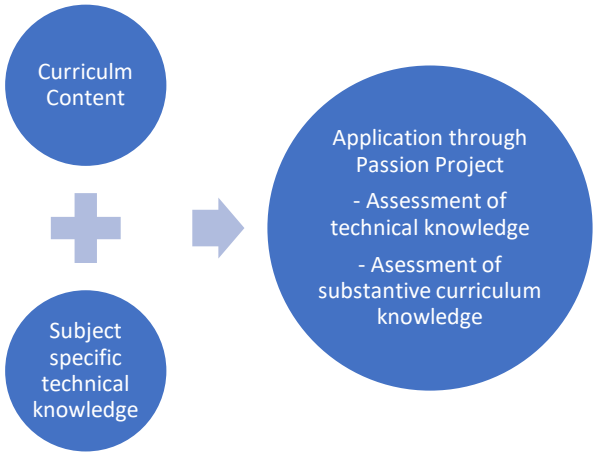


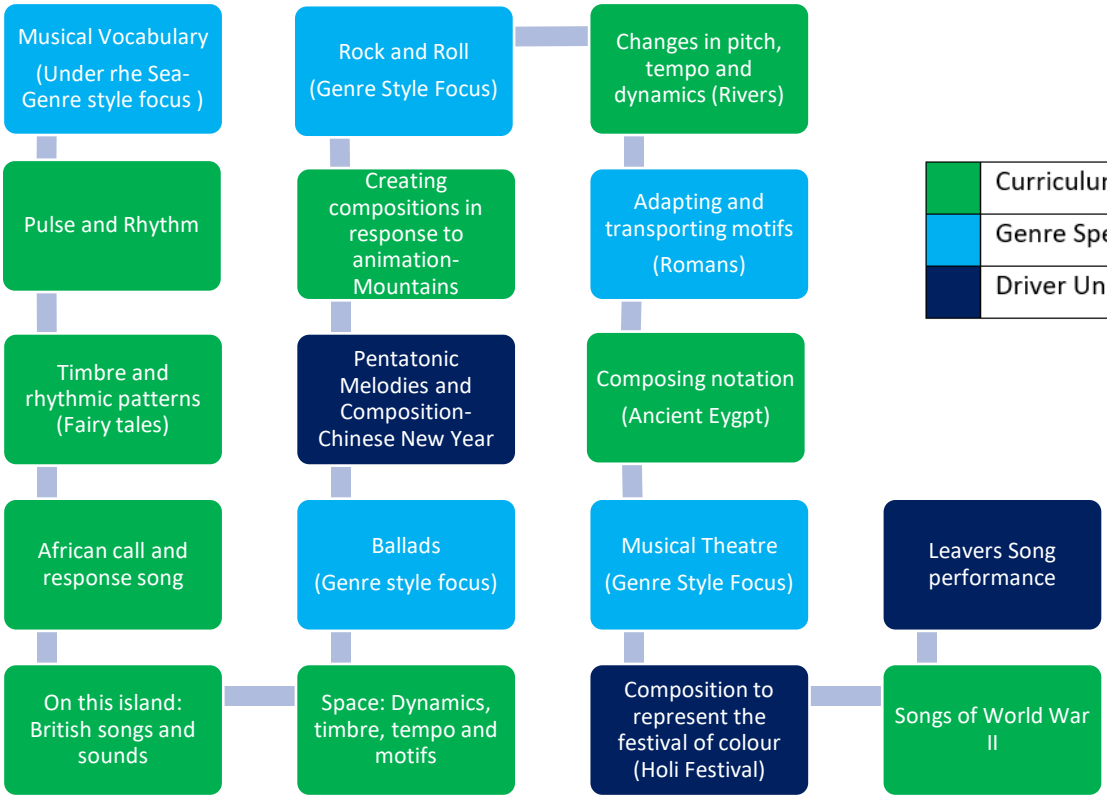
Mapping substantive knowledge

Through the delivery of the music curriculum and the interrelated dimensions of music the children will also develop knowledge of singing, playing tuned and untuned instruments. They will also understand the history and cultural context of the music they listen to and learn how this music can be written down. It takes a holistic approach to music in which the individual strands are woven together to create an engaging and enriching learning experience.

The theoretical and practical knowledge within each area has been carefully mapped out so it is progressive across key stages. Teachers know what learning has come before and what learning will come after, enabling them to utilise the knowledge that is in the children's long-term memory.

It is important that children not only understand the different inter-related dimensions of music but that they are able to understand how these can be used in a range of contexts. With this in mind, we aim to link the children's studies and subsequent projects to themes covered in other areas of the curriculum and co-curriculum and in genre specific music. Each passion project aims to use relevant themes the children can relate to, for example, their own experiences, their knowledge and their understanding of the world.





Building disciplinary knowledge

To be successful musicians children need to use their existing substantive knowledge to learn disciplinary knowledge. Careful sequencing of lessons will ensure children have acquired the relevant substantive knowledge to successfully engage with disciplinary sessions, where the focus can be on the acquisition and application of disciplinary knowledge. In order for children to acquire the disciplinary knowledge of the subject, our lesson structure is explicit with the disciplinary knowledge we want the children to know. This knowledge is progressive across the key stages and will be learned through listening, composing and performing.

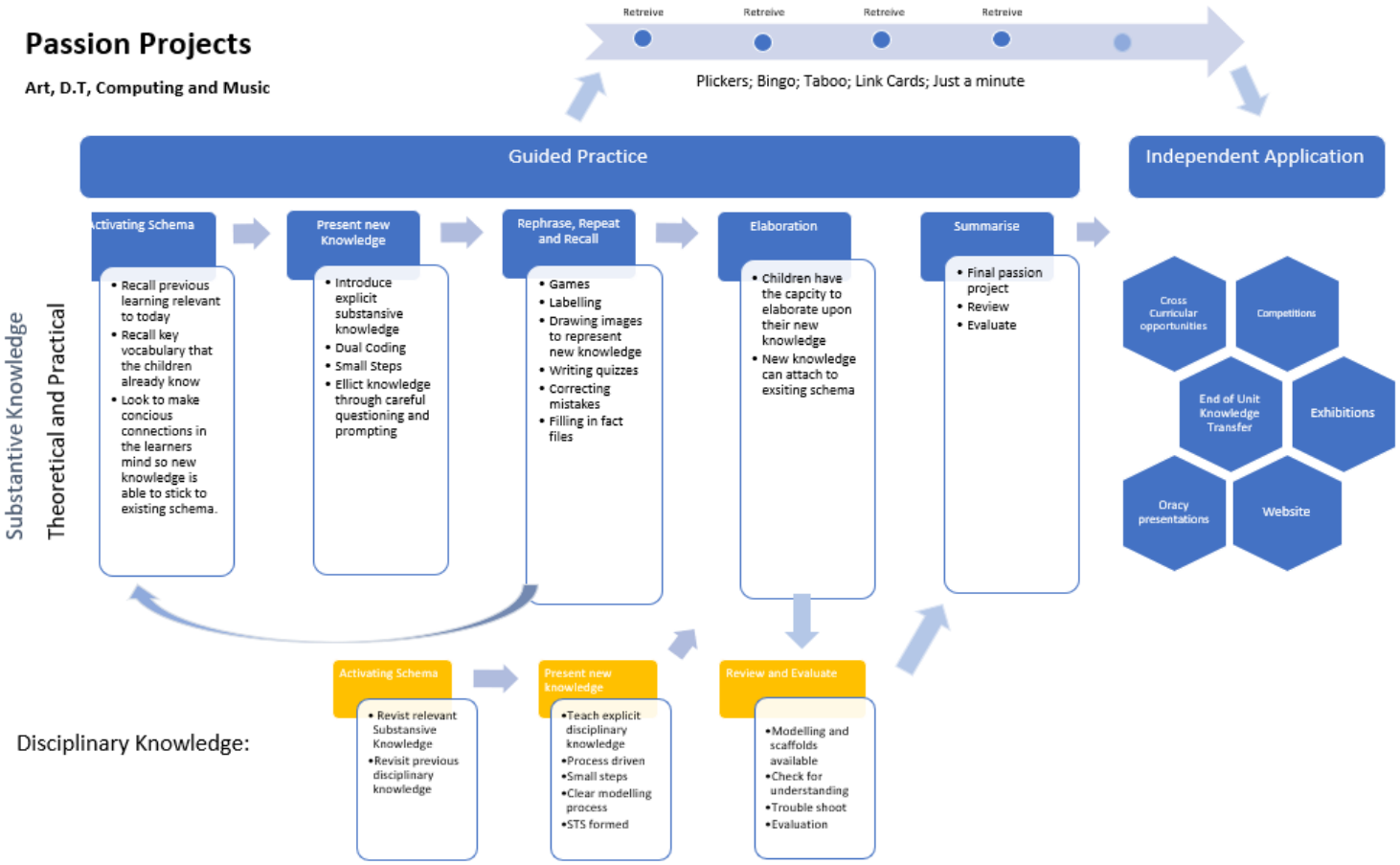


	KS1	LKS2	UKS2
Listening	Musicians recognise and understand the difference between pulse and rhythm. Musicians understand that different types of sounds are called timbres. Musicians listen to and repeat short, simple rhythmic patterns. Musicians recognise basic tempo, dynamic and pitch changes. Musicians describe the character, mood or story of music they listen to. Musicians describe the difference between two pieces of music. Musicians listen and respond to other performers by playing as part of a group. Musicians recognise timbre changes in music they listen to. Musicians recognise structural features of the music they listen to. Musicians listen to and recognise instrumentation.	Musicians discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Musicians recognise and explain the changes within a piece of music using musical vocabulary. Musicians describe the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. Musicians begin to show an awareness of metre. Musicians begin to use musical vocabulary when discussing improvements to their own and others' work. Musicians understand that music from different parts of the world, and different times, has different features. Musicians identify common features between different genres, styles and traditions of music. Musicians recognise, name and explain the effect of the interrelated dimensions of music. Musicians recognise the use and development of motifs in music. Musicians identify gradual dynamic and tempo changes within a piece of music.	Musicians recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Musicians compare, discuss and evaluate music using detailed musical vocabulary. Musicians develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work. Musicians represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Musicians identify the way that features of a song can compliment one another to create a coherent overall effect. Musicians use musical vocabulary correctly when describing and evaluating the features of a piece of music. Musicians evaluate how the venue, occasion and purpose affects the way a piece of music sounds. Musicians confidently use detailed musical vocabulary to discuss and evaluate their own and others' work. Musicians discuss musical eras in context, identify how they have influenced each other, and discuss

Example of progression map- Listening

Knowledge teaching sequences

As outlined in our Curriculum and Pedagogy Guide, we believe that developing children's substantive knowledge is key in enabling them to engage in subject specific thinking. Our framework for teaching sequence has been adapted for DT in the following way:



Pucklechurch CE VC Primary School

Knowledge Organisers

Each Unit has its own knowledge organiser which guides the teacher through each stage of the unit and explicitly tells the teacher;

- What substantive knowledge the children already have
- New vocabulary they will need
- Substantive knowledge that they will be taught
- The disciplinary knowledge they will be taught
- Equipment they will need
- The application of knowledge/outcome of the unit

Year 4 Unit 1 – Rock and Roll

Prior knowledge:



Notation – The way that music is written so that others can play it.

In time – Playing or singing at the same speed as the music.

Declarative knowledge:

- To know that Rock and Roll music was created in the 1950s in America.
- To know Rock and Roll comes from the phrase 'Rocking and Rolling' which mariners used to explain the motion of a ship
- To know that Rock and Roll Stems from jazz, gospel and blues.
- To know the different instruments features in rock music.

Theoretical knowledge:

- A hand jive is a dance particularly associated from the 1950s rhythm and blues.
- Musicians play in time to the beat of the music to control timings of instruments and vocals
- Playing in time means all performers play together at the same speed.
- A bass line is the bottom line of the music with the lowest pitch and it gives music more depth
- A walking bass line uses specific notes which move up and down in regular intervals
- Percussion is the beating or striking of a musical instrument

Practical knowledge:

- Hand jive tutorial (Lesson 1) https://www.youtube.com/watch?v=Lsz-iGL89so&t=7s
- Walking bassline video (Lesson 3) https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/lesson-3-walking-bass-line/
- Performing the bass (Lesson 4) https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/lesson-4-performing-the-bass/

Disciplinary knowledge:

Listening

- Musicians recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Musicians identify common features between different genres, styles and traditions of music.
- Musicians recognise, name and explain the effect of the interrelated dimensions of music.
- Musicians use musical vocabulary to discuss the purpose of a piece of music.
- Musicians use musical vocabulary when discussing improvements to their own and others' work.

Performing

- Musicians sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a develop a sense of expression including control of subtle dynamic changes.
- Musicians sing and play in time with peers with accuracy and awareness of their part in the group performance.
- Musicians play melody parts on tuned instruments with accuracy and control and develop instrumental technique.

LF: Rock and Roll

Key questions

What is Rock and Roll?

What is a hand jive?

What is a walking bass?

Why is it important to stay in time with the beat of the music?

Equipment

Untuned percussion instruments

Application of knowledge:

- Perform the hand jive hand actions in sequence and in time with the music.
- Sing in tune and perform their actions in time.
- Play the notes of the walking bass in the correct sequence.
- Independently play their part with some awareness of the other performers.

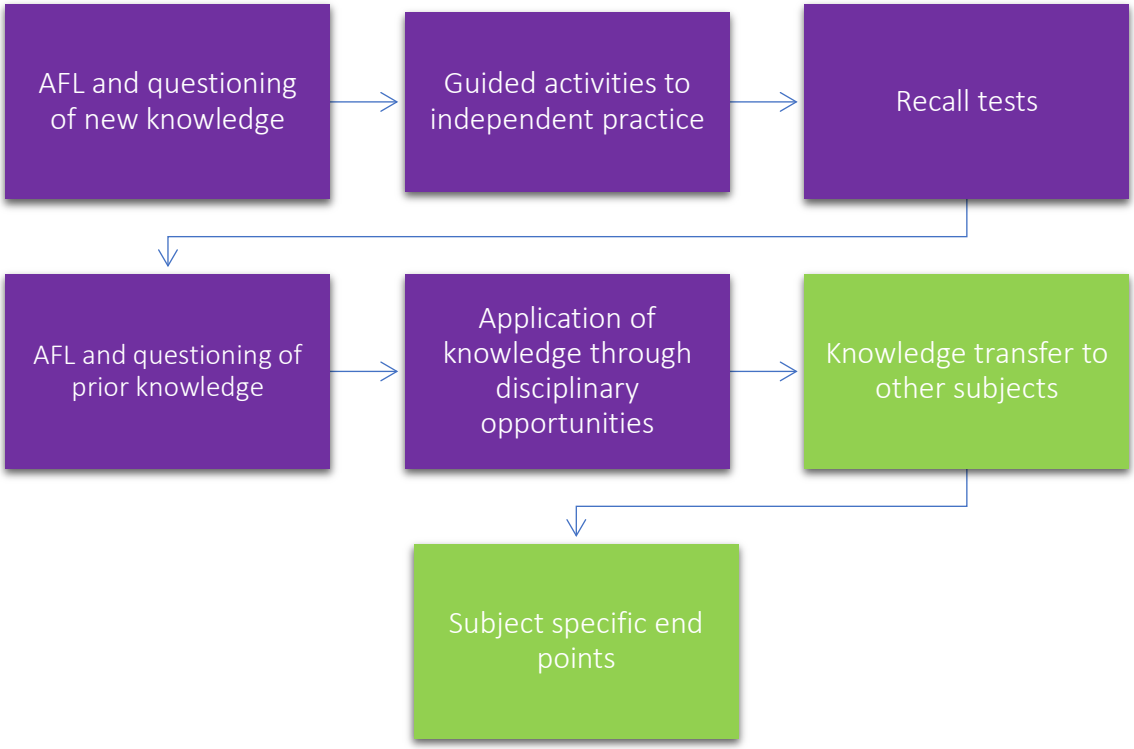
Outcome:

Rock and Roll Performance (Rock around the clock)

Example Knowledge Organiser for Rock and Roll Unit Y4

Assessment of knowledge

Ongoing assessment of the substantive knowledge is an essential component of the music curriculum. This enables the teacher to ensure all children will retain the substantive knowledge needed for them to engage in the application of disciplinary knowledge. We have built in several opportunities for informal and formal assessments of this. More information on this process can be found in the Curriculum and Pedagogy Guide.



Subject specific end points

In music, we have developed assessment points at the end of each phase. These are a set of statements that the teachers can use to assess individual learners against in each subject. These statements have been written to assess how the children use their substantive knowledge to demonstrate an understanding of the interrelated dimensions of music and how they use their disciplinary knowledge of listening, composing and performing to help them behave like a musician.

Year 4	Children understand that music can reflect historical events, places and cultures and begin to explore how musical styles and instruments have changed over time. They know that Roman instruments were used for communication and celebration, and they can identify features of different genres such as rock and roll. Children understand how music can represent natural elements such as the flow and power of rivers, through dynamics, pitch and tempo. Children develop greater rhythmic accuracy and can read, clap and perform rhythm patterns using standard and graphic notation. They maintain a steady beat and can play polyrhythms in a group, recognising how different rhythmic layers combine to create musical texture. They explore repeated patterns such as ostinato and riffs and use these in composition. Children understand how pitch is organised in scales and can play melodies using tuned percussion or keyboards, following notation or pattern instructions. They understand how structure (e.g., verse, chorus, bridge) shapes music and can identify these sections when listening and performing. They begin to understand chord sequences and how harmony can be used to support melody. Children sing in tune and with expression, using dynamics and phrasing to enhance their performance. They perform confidently as part of a group, responding to musical signals and maintaining their part within a texture. Children compose and structure music for specific purposes such as accompanying a story or creating a performance inspired by a river's journey. They use tuned and untuned instruments, voice, and digital tools to develop and refine their ideas. Children listen to music from different genres and historical periods, including rock and roll, and can identify key features such as instrumentation, rhythm and form. They use musical vocabulary accurately to describe and compare music and express preferences with justification. Children evaluate their own and others' work throughout the composing and performing process, giving constructive feedback and identifying areas for improvement in musical accuracy, creativity and collaboration.

Example End points Y4