



Music Subject Pack



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PPA Enrichment Scheme of Work & Lesson Planning Overview

At PPA Enrichment, we have developed our own Music curriculum, encompassing 6 progressive units for each year group phase, based on the DfE's Model Music Curriculum. We match the ability level of your children, taking into account prior learning, and produce a bespoke overview that ensures continuation and progression for the children to a level to put them in good stead for secondary school. PPA Enrichment can deliver Music from EYFS to Key Stage 2 meeting the mandatory National Curriculum requirements.

PPA Enrichment's Music provision will:

- ✓ Ensure effective pupil progress through all year groups
- ✓ Be creative, engaging, and interactive for all children
- ✓ Raise attainment and enthusiasm in Music lessons
- ✓ Improve speaking, listening, and playing skills through music theory and instrument playing
- ✓ Help children develop a better understanding of different cultures and genres
- ✓ Differentiate success criteria for pupils of varying abilities
- ✓ Meet the aims and objectives of all the Music National Curriculum
- ✓ Be Model Music Curriculum compliant

What Do We Teach and Progression of Skills?

On the next four pages, you will find an example of our Music year overview detailing what each year group will learn throughout the academic year.



Example Music Year Overview
Early Years Foundation Stage

Year Group	AUTUMN		SPRING		SUMMER	
Yr R Ongoing Skills	Unit 1 Introducing Musical Instruments	Unit 2 Nursery Rhymes Rock	Unit 3 Loud and Quiet	Unit 4 Rhythm - Feel the Beat	Unit 5 Action Songs	Unit 6 High and Low



Key Stage 1

Year Group	AUTUMN		SPRING		SUMMER	
Yr 1 Ongoing Skills	Unit 1 The Magic of Reggae: Exploring Sounds	Unit 2 Christmas Pop Songs Vol. 1: Exploring Duration	Unit 3 The Sounds of the Eighties: Exploring Pulse and Rhythm	Unit 4 Twenty-First Century Popular Music Vol. 1: Exploring Pitch	Unit 5 Famous Classical Music Vol. 1: Exploring Instruments and Symbols	Unit 6 Famous Classical Music Vol. 2: Exploring Texture, Tempo and Dynamics
	Unit 1 Music from Around the World: Exploring Music From Other Cultures	Unit 2 The Nutcracker Ballet: Exploring Duration	Unit 3 Britpop and the Sounds of the Nineties: Exploring Pulse and Rhythm	Unit 4 Twenty-First Century Popular Music Vol. 2: Exploring Pitch	Unit 5 Britten's 'The Young Person's Guide to the Orchestra': Exploring the Instruments of the Orchestra	Unit 6 Holst's 'The Planets': Exploring Texture, Tempo and Dynamics

Key

Unit Title and Listening Focus

Musical Theory Focus



Lower Key Stage 2

Year Group	AUTUMN		SPRING		SUMMER	
Yr 3 Ongoing Skills	Unit 1 Saint-Saëns' 'The Carnival of the Animals': Exploring Descriptive Sounds	Unit 2 Christmas Pop Songs Vol. 2: Exploring Rhythmic Patterns	Unit 3 Musical Spot the Difference: Exploring Arrangements	Unit 4 Pentatonic Songs from Around the World: Exploring Pentatonic Scales	Unit 5 Dukas' 'The Sorcerer's Apprentice': Exploring Sound Colours	Unit 6 Looking Back Vol. 1: Exploring Singing Games
	Unit 1 The Music of Asia: Exploring Pentatonic Scales	Unit 2 Christmas Carols: Exploring Singing Games	Unit 3 The Brass Band: Exploring Rhythmic Patterns	Unit 4 Prokofiev's 'Peter and the Wolf': Exploring Descriptive Sounds	Unit 5 British Folk Songs: Exploring Sound Colours	Unit 6 The Brilliant Beatles: Exploring Arrangements

Key

Unit Title and Listening Focus

Musical Theory Focus



Upper Key Stage 2

Year Group	AUTUMN		SPRING		SUMMER	
Yr 5 Ongoing Skills	Unit 1 That's Jazz: Exploring Pulse and Rhythm	Unit 2 Choral Music: Exploring Rounds	Unit 3 Mussorgsky's 'Pictures from an Exhibition': Exploring Sound Colours	Unit 4 Classic Rock: Exploring Lyrics and Melody Vol. 1	Unit 5 The Sounds of the Sixties: Exploring Lyrics and Melody Vol. 2	Unit 6 Twenty-First Century Popular Music Vol. 3: Performing Together
	Unit 1 Music for Film and Television: Exploring the Ways in which Music can Create Emotion	Unit 2 Songs from WWII: Exploring Musical Processes	Unit 3 The Music of Africa: Exploring Pulse and Rhythm	Unit 4 Rap: Exploring Rhythm and Lyrics	Unit 5 Women in Music: Exploring Lyrics and Melody Vol. 3	Unit 6 Looking Back Vol. 2: Performing Together

Key

Unit Title and Listening Focus

Musical Theory Focus



What Are Our Lessons Like?

Please see our website www.ppa-enrichment.co.uk and click on the following link <https://ppa-enrichment.co.uk/music/> to access our example Music scheme of work, lesson plans and progression of skills map along with an infographic video to better explain our Music curriculum and how we teach the optimal Music lessons to EYFS, Key Stage 1 & Key Stage 2.

Planning for the delivery of Music within a new school

The planning for the delivery of Music within a new school works as follows:

1. Firstly, an Operations Manager from PPA Enrichment will meet with your school's SLT and/or Music coordinator to ascertain the prior learning and previous / current scheme of work your school have in place for Music. During this meeting, the Operations Manager will be able to better understand the prior learning and different ability levels across all year groups.
2. Secondly, the Operations Manager will advise your school on either continuing with the current scheme of work for Music or change to PPA Enrichment's scheme of work. If you do want to continue with a current scheme of work, then PPA Enrichment will adapt and teach from that scheme of work, i.e. Charanga, Music Express, Twinkl, etc. However, most schools choose to deliver PPA Enrichment's scheme of work, in which case steps 3 and 4 would therefore be followed.
3. Thirdly, the Operations Manager will agree a curriculum map / Music year overview, mapping out the expected progression for the whole of the academic year.
4. Fourthly, from the Music year overview, the planning team will compile your lesson plans and a folder containing the planning for each term will be delivered to your school at the start of each term.



How Our Planning Works

As detailed above, one of our Operations Managers will agree a curriculum map / year overview for Music, mapping out the whole of the academic year. From this year overview, the planning department will then compile the lesson plans for each term and these lesson plans are delivered digitally to the Music teacher assigned to the school and printed to the school itself. The new lesson plan folder will arrive to school termly containing all of the Music lesson plans to be delivered during the term, printed Music resources, reward stickers and certificates and a USB flash drive containing interactive PowerPoints, Whiteboard activities and Music lesson plans.

The lesson plan folder is accessed by the Music teacher each day they are in school so they can record the feedback and progression of each lesson (please see <https://ppa-enrichment.co.uk/music/>). The lesson plan folder remains within your school so that your SLT, Music coordinator, class teacher or OFSTED can have instant access to the lesson plans and children's Music progression at any time. Furthermore, the lesson plan folder is invaluable if the regular Music teacher is ill for any reason, and as we would always arrange cover, the lesson plan folder ensures seamless cover at all times.

Further to this, all long-term plans, medium-term plans, individual lesson plans, resources, progression of skills map, knowledge organisers, assessments, etc can be accessed via our lesson planning website (<https://www.ppacover-lessonplans.co.uk/>) where every school has an individual login and access to the scheme of work that our PPA Enrichment teacher will teach from. Your school's SLT can also access this scheme of work digitally via our online platform enabling them to publish key documents from our scheme of work on your school's website.

Deep Dive Compliant Scheme of Work

All of PPA Enrichment's schemes of work are Deep Dive compliant and are updated annually to ensure our schemes of work and lesson plans are always kept up to date with the latest National Curriculum standards.



What To Expect From A PPA Enrichment Music Teacher

PPA Enrichment specialise in planning and delivering effective, high-quality Music lessons, that are tailored to the Music National Curriculum, to primary schools throughout the UK, for EYFS, Key Stage 1 & Key Stage 2. All our music teachers are:

- Qualified to deliver Music lessons within primary schools
- DBS Enhanced Checked
- Able to teach up to 36 children without the presence of a class Teacher or Teaching Assistant
- Excellent at conveying their creative teaching ideas to children on a whole class basis
- Able to differentiate lessons to meet the needs of all children
- Able to make lessons fun as well as structured to meet National Curriculum standards
- Each school is assigned a Music teacher and this same Music teacher will deliver lessons every week throughout the whole of the academic year ensuring continuity for children and staff.

All Music teachers are multi-instrument players and are qualified to take Music lessons within primary schools. They are excellent at conveying their creative teaching ideas to children on a whole class basis, ensuring lessons are differentiated to meet the needs of all children while maximising engagement by making lessons fun, as well as structured to meet National Curriculum standards.



EYFS Skill Progression

EYFS Reception Unit 1 - Introducing Musical Instruments

- All children will explore the sounds of different school percussion instruments.
- All children will recognise and play simple untuned percussion instruments.
- All children will play loudly and quietly.
- All children will begin to recognise a steady beat.

EYFS Reception Unit 2 - Nursery Rhymes Rock

- All children will learn and remember nursery rhymes using actions.

EYFS Reception Unit 3 - Loud and Quiet / Long and Short

- All children will recognise loud and quiet and short and long sounds.
- All children will use loud and quiet and short and long sounds in a performance.
- All children will compose a piece of music using loud and soft sounds.

EYFS Reception Unit 4 - Rhythm - Feel the Beat

- All children will begin to recognise simple rhythms.
- All children will begin to feel a beat.
- All children will help to compose a piece of music using a graphic score.

EYFS Reception Unit 5 - Action Songs

- All children will learn repetitive songs with body actions.

EYFS Reception Unit 6 - High and Low / Fast and Slow

- All children will learn to recognise high and low sounds.
- All children will learn to recognise fast and slow tempos.
- All children will investigate high and low pitches on the glockenspiel.



Year 1 Skill Progression

Year One Unit 1 - The Magic of Reggae: Exploring Sounds

- All children will be introduced to the genre of reggae.
- All children will listen to and discuss reggae music.
- All children will learn about the three families of school percussion equipment.
- All children will investigate loud and quiet sounds.
- All children will identify different sounds in nature or the world around them.
- All children will learn about the role of the conductor.
- All children will learn about graphic scores.
- All children will create compositions using graphic scores.

Year One Unit 2 - Christmas Pop Songs Vol. 1: Exploring Duration

- All children will listen to and discuss a range of popular Christmas music.
- All children will begin to express preferences in terms of which songs they like.
- All children will learn how to hold a beater correctly.
- All children will discover that music is made of long and short notes.
- All children will use listening skills to match pictures to sounds.
- All children will create and perform music using graphic scores.

Year One Unit 3 - The Sounds of the Eighties: Exploring Pulse and Rhythm

- All children will listen to and discuss popular music from the 1980s.
- All children will learn that pulse is a consistent beat.
- All children will clap or play along to the pulse of different songs.
- All children will learn that pulse is different to rhythm.
- All children will create and perform music using graphic scores.



Year One Unit 4 - Twenty-First Century Popular Music Vol. 1: Exploring Pitch

- All children will listen to and discuss popular music from the twenty-first century, comparing it to the music of the 1980s.
- All children will learn that pitch is how high or low a sound is.
- All children will perform songs and raps with changes of pitch.
- All children will investigate pitch using graphic notation.

Year One Unit 5 - Famous Classical Music Vol. 1: Exploring Instruments and Symbols

- All children will be introduced to classical music.
- All children will listen to and discuss a range of classical music.
- All children will learn that music can be loud or quiet.
- All children will learn that music can be made from musical instruments, but also by sound effects or vocal and body percussion sounds.
- All children will learn to read crotchets and quavers.
- All children will compose music using rhythm cards.
- All children will create compositions based upon a theme.

Year One Unit 6 - Famous Classical Music Vol. 2: Exploring Texture, Tempo and Dynamics

- All children will listen to and discuss a range of classical music.
- All children will learn that tempo is the musical word for speed.
- All children will learn that quicker music can sound cheerful whilst slower music can sound sad.
- All children will discover that the more children singing, the greater the texture will be.
- All children will see that the thicker the texture, the louder the overall dynamic.
- All children will learn that dynamics are the musical word for volume.
- All children will join in with a variety of musical games, tasks and compositions in order to help learn the meanings of the terms texture, tempo and dynamics.
- All children will create compositions based upon a theme.



Year 2 Skill Progression

Year Two Unit 1 - Music from Around the World: Exploring Music From Other Cultures

- All children will be introduced to music from other cultures, namely:
 - African drumming from Nigeria,
 - Bollywood music from India,
 - Tango music from Argentina,
 - Calypso music from Trinidad and Tobago,
 - Samba music from Brazil,
 - Qawwali music from Pakistan.
- All children will listen to and discuss music from other cultures.
- All children will play samba and African drumming rhythms using school percussion equipment.
- All children will learn songs from other cultures.

Year Two Unit 2 - The Nutcracker Ballet: Exploring Duration

- All children will learn about the concept of ballet.
- All children will use graphic notation to represent the duration of notes.
- All children will work to identify long and short sounds within a piece of music.
- All children will start to read rhythms using long and short notes.
- All children will use graphic notation to represent the duration of notes in a composition.

Year Two Unit 3 - Britpop and the Sounds of the Nineties: Exploring Pulse and Rhythm

- All children will listen to and discuss Britpop and other popular music from the 1990s.
- All children will learn that pulse is a consistent beat.
- All children will clap or play along to the pulse of different songs.
- All children will understand the difference between rhythm and pulse.
- All children will sing, clap and play rhythms using standard notation.
- All children will create and perform music using graphic scores.



Year Two Unit 4 - Twenty-First Century Popular Music Vol. 2: Exploring Pitch

- All children will listen to and discuss popular music from the twenty-first century, comparing it to the music of the 1990s.
- All children will learn that pitch is how high or low a sound is.
- All children will perform songs and raps with changes of pitch.
- All children will create and play a composition using pitch and a physical score.
- All children will create and play a composition focussing on pitch using a graphic score.
- All children will learn how to respond to changes in pitch and how to control the pitch of their voice when singing a song.
- All children will learn to play a song on the glockenspiel in three pitches.
- All children will compose a piece of music for the glockenspiel with three pitches.

Year Two Unit 5 - Britten's 'The Young Person's Guide to the Orchestra': Exploring the Instruments of the Orchestra

- All children will be introduced to the modern classical orchestra.
- All children will explain that an orchestra is made up of different families of instruments.
- All children will start to recognise and name the woodwind instruments in the orchestra.
- All children will start to recognise and name the string instruments in the orchestra.
- All children will start to recognise and name the brass instruments in the orchestra.
- All children will start to recognise and name the percussion instruments in the orchestra.
- All children will describe the four families of the orchestra and pinpoint several instruments that are associated with each family.

Year Two Unit 6 - Holst's 'The Planets': Exploring Texture, Tempo and Dynamics

- All children will learn that an ostinato is a short repeated pattern.
- All children will create and perform a short ostinato.
- All children will learn that tempo is the musical word for speed.
- All children will learn that dynamics are the musical word for volume.
- All children will create compositions based upon a theme.
- All children will work as a class to create a piece of vocal music.
- All children will work as a class to create an accompaniment.
- All children will work in a group to rehearse and perform a piece of music.



Year 3 Skill Progression

Year Three Unit 1 - Saint-Saëns' 'The Carnival of the Animals': Exploring Descriptive Sounds

- All children will be introduced to 'The Carnival of the Animals'.
- All children will listen to and discuss music from 'The Carnival of the Animals'.
- All children will discuss how the composer, Saint-Saëns, uses descriptive sounds to conjure the image of different animals in the audience's head.
- All children will use percussion instruments, vocal noises and body percussion to create compositions based upon a theme.

Year Three Unit 2 - Christmas Pop Songs Vol. 2: Exploring Rhythmic Patterns

- All children will begin to read, chant and play using a range of percussion instruments a variety of different rhythms.
- All children will learn that an ostinato is a short repeated pattern.
- All children will work as a team to compose a rap.
- All children will begin to read a greater variety of rhythms using standard notation.
- All children will create and perform a four bar rhythm using standard notation.

Year Three Unit 3 - Musical Spot the Difference: Exploring Arrangements

- All children will listen to and compare and contrast two different versions of the same song.
- All children will explain that an arrangement is how a piece of music is created.
- All children will learn about the process of arranging or creating arrangements.
- All children will rehearse and perform an arrange of a song using tuned and untuned percussion.
- All children will learn to play a short three note melody on the glockenspiel using dot notation.
- All children will compose a four bar melody using dot notation.

Year Three Unit 4 - Pentatonic Songs from Around the World: Exploring Pentatonic Scales

- All children will learn that pentatonic scales are scales which are comprised of only five notes.
- All children will learn that a pentatonic song contains only five notes in the melody.
- All children will learn to sing a variety of pentatonic songs.



- All children will accompany a song using notes from the pentatonic scale.
- All children will create an accompaniment for a song using notes from the pentatonic scale.
- All children will create a four bar composition using dot notation and notes from the pentatonic scale.

Year Three Unit 5 - Dukas' 'The Sorcerer's Apprentice': Exploring Sound Colours

- All children will describe the four families of the orchestra and pinpoint several instruments that are associated with each family.
- All children will investigate how to create a thin texture.
- All children will create a composition using A-B-A form.
- All children will investigate how Dukas uses percussion to create different colours and emotions in 'The Sorcerer's Apprentice'.
- All children will begin to analyse 'The Sorcerer's Apprentice' and their own compositional work using non-musical vocabulary.
- All children will sing a song in two-parts.

Year Three Unit 6 - Looking Back Vol. 1: Exploring Singing Games

- All children will be introduced to the concept of singing games.
- All children will describe some of the characteristics of singing and clapping games.
- All children will take part in a range of singing and clapping games of different difficulties.
- All children will create their own singing and clapping games.
- All children will compose their own melodies.



Year 4 Skill Progression

Year Four Unit 1 – The Music of Asia: Exploring Pentatonic Scales

- All children will be introduced to music from different countries and cultures in Asia, namely:
 - China - traditional Chinese classical music,
 - Japan – modern Japanese classical music from video gaming,
 - Japan – children’s nursery rhyme,
 - Pakistan – Qawwali music,
 - India - Hindustani classical music.
- All children will listen to and discuss music from other cultures.
- All children will listen to and discuss a range of traditional Chinese music.
- All children will learn that pentatonic scales are scales which are comprised of only five notes.
- All children will learn that a pentatonic song contains only five notes in the melody.
- All children will learn to sing a variety of pentatonic songs.
- All children will play pentatonic songs using standard notation and notes from the pentatonic scale.
- All children will create and notate a melody using standard notation and notes from the pentatonic scale.

Year Four Unit 2 – Christmas Carols: Exploring Singing Games

- All children will listen to and sing a range of Christmas carols in a range of styles, discussing the history, context, understanding the lyrics, and thinking about where these might be sang today.
- All children will learn about male voice choirs and the annual Carols at King’s concert.
- All children will learn about a Capella music.
- All children will be introduced to the concept of singing games.
- All children will describe some of the characteristics of singing and clapping games.
- All children will take part in a range of singing and clapping games of different difficulties, including circle games from other cultures.
- All children will create their own class singing and clapping games.



Year Four Unit 3 - The Brass Band: Exploring Rhythmic Patterns

- All children will be introduced to the British brass band.
- All children will listen to a range of music that make up the traditional brass band concert repertoire, including:
 - marches,
 - fanfares,
 - hymn tunes,
 - overtures,
 - television themes.
- All children will learn about the instruments that comprise the modern brass band.
- All children will learn that an ostinato is a repeated pattern.
- All children will compose, rehearse and perform an ostinato body percussion routine.
- All children will sing a chiacona ostinato.
- All children will sightread a range of rhythmic patterns.
- All children will compose a four bar rhythmic composition.
- All children will compose a four bar melody using a pentatonic scale.

Year Four Unit 4 - Prokofiev's 'Peter and the Wolf': Exploring Descriptive Sounds

- All children will be introduced to the story and instruments in 'Peter and the Wolf'.
- All children will learn about the different ways characters are represented in 'Peter and the Wolf'.
- All children will compose a new theme for a character from 'Peter and the Wolf' using notes from the pentatonic scale.
- All children will discover major and minor keys.
- All children will recognise and play different rhythmic patterns.
- All children will rehearse and compose rhythmic patterns.

Year Four Unit 5 - British Folk Songs: Exploring Sound Colours

- All children will be introduced to the concept of British folk songs.
- All children will listen to and analyse and discuss a range of British folk songs.
- All children will learn about layering in vocal performances.
- All children will sing a song in two parts.



- All children will compare and contrast four versions of the same song using musical and non-musical language.
- All children will learn some rhythms in 3 / 4 time.
- All children will create and perform a four bar rhythm.
- All children will learn to play a melodic accompaniment.
- All children will perform and accompany a song using a range of tuned and untuned percussion.

Year Four Unit 6 - The Brilliant Beatles: Exploring Arrangements

- All children will be introduced to the Beatles and discover how their musical style changed over the course of their career.
- All children will listen to and sing a variety of Beatles songs, explaining which is their favorite using musical language.
- All children will discuss the line up of the Beatles and what instruments they played.
- All children will learn to analyse how a pop song is structured.
- All children will sing a song in two parts.
- All children will create a composition based on a theme.
- All children will learn to beatbox.
- All children will perform and accompany a song using a range of tuned and untuned percussion, including beatboxing.



Year 5 Skill Progression

Year Five Unit 1 - That's Jazz: Exploring Pulse and Rhythm

- All children will be introduced to the concept of jazz.
- All children will learn the history of jazz and listen to and discuss different pieces of music which reflect these periods.
- All children will explain that jazz is not one singular thing, but that there are many different types of jazz.
- All children will perform a three part cyclic rhythm on Djembe drums or other suitable untuned percussion.
- All children will learn what scat singing is and begin to improvise scat over a pre-learnt rhythm.
- All children will be introduced to the idea of a cue.
- All children will learn how a bandleader leads a band.
- All children will compose and perform their own three part cyclic rhythm.
- All children will sing and accompany a song using a three part cyclic rhythm on untuned percussion.

Year Five Unit 2 - Choral Music: Exploring Rounds

- All children will be introduced to choral music.
- All children will listen to and discuss a range of choral, including coronation anthems, music for television, and hymn tunes, amongst others.
- All children will be introduced to rounds.
- All children will sing and chant a range of two, three and four part rounds.

Year Five Unit 3 - Mussorgsky's 'Pictures from an Exhibition': Exploring Sound Colours

- All children will discuss how the composer, Mussorgsky, uses different sound colours to conjure the image of different portraits in the audience's head.
- All children will be introduced to drones.
- All children will sing or play drones.
- All children will learn the difference between major and minor keys.
- All children will improvise over a minor key.
- All children will compose a four bar melody in a major key.



- All children will learn about the effectiveness of rests in music.
- All children will compose a piece of music based upon a theme.

Year Five Unit 4 - Classic Rock: Exploring Lyrics and Melody Vol. 1

- All children will learn about the common instruments which occur in classic rock.
- All children will explain that classic rock concerts could be loud with lots of audience participation.
- All children will listen to and discuss a selection of classic rock songs using musical terminology.
- All children will analyse the lyrics and structure of classic rock songs.
- All children will sing in a three-part, layered performance.
- All children will learn about guitar riffs.
- All children will learn to play famous riffs on the glockenspiel.
- All children will create a choral and instrumental performance based on a series of classic rock songs.
- All children will compose a riff on the glockenspiel.

Year Five Unit 5 - The Sounds of the Sixties: Exploring Lyrics and Melody Vol. 2

- All children will listen to and discuss popular music from the 1960s using musical terminology.
- All children will analyse the lyrics and structure of songs from the 1960s.
- All children will learn about what makes an effective chorus and how repetition can help with this.
- All children will create their own verses, choruses and riffs for a pop song of their own creation.
- All children will investigate rhyming structures and use these in their own pop songs.
- All children will investigate the different techniques used by backing vocalists in the 1960s with a view to using these in their own songs.
- All children will perform their pop songs to an audience.

Year Five Unit 6 - Twenty-First Century Popular Music Vol. 3: Performing Together

- All children will listen to and discuss popular music from the twenty-first century using musical terminology, comparing and contrasting these with classic rock and music from the 1960s.
- All children will improvise both vocally and with untuned percussion instruments.
- All children will consider the role of the soloist.



- All children will learn about the techniques of performance and discover the theatre behind putting on a good performance.
- All children will sing songs with soloists and with different parts, considering the role of the choir or of backing vocalists in pop songs.



Year 6 Skill Progression

Year Six Unit 1 - Music for Film and Television: Exploring the Ways in which Music can Create Emotion

- All children will learn about how music is used film and television.
- All children will watch the same scene with different incidental music, analysing how the scene feels different depending upon the style of music being played over it.
- All children will be able to explain that television theme tunes should fit the style of programme they are for.
- All children will learn to play an excerpt of film music on the glockenspiel using standard notation.
- All children will create arrangements of film and television music using pre-existing musical themes.
- All children will be able to explain that leitmotifs are musical ideas for different characters in a film.

Year Six Unit 2 – Songs from WWII: Exploring Musical Processes

- All children will be introduced to the music of World War II, discussing the context and themes within.
- All children will begin to explain the musical processes a composer, arranger or performer goes through to create a performance.
- All children will learn about the role of the foley artist in creating background noises for film, television, and radio.
- All children will sing and create arrangements of various songs from World War II.
- All children will create and perform a radio performance/sound designed composition.
- All children will learn a melody on the glockenspiel using standard notation.

Year Six Unit 3 – The Music of Africa: Exploring Pulse and Rhythm

- All children will listen to and discuss various pieces of music created in Africa or about Africa, including:
 - African drumming,
 - film music from 'Black Panther' featuring African rhythms and vocalists,
 - traditional African vocal groups,
 - and African popular music, amongst others.
- All children will learn how to play the Djembe drum.
- All children will learn about the role of the master drummer in African drumming groups.
- All children will watch, listen to and recognise some of the devices used in African drumming music.



- All children will compare and contrast a range of traditional African percussion instruments with Western percussion instruments.
- All children will understand that pulse is a fundamental on which African drumming is built and performed.
- All children will attempt to create an ostinato and develop master drummer skills.
- All children will create cyclic patterns in order to build an African drumming ensemble.
- All children will sing a Ghanaian song in a variety of different musical ways, including in two parts.

Year Six Unit 4 - Rap: Exploring Rhythm and Lyrics

- All children will be introduced to rap music.
- All children will learn about the history of rap music and listen to and discuss a range of rap music that reflects this history.
- All children will learn the features of rap.
- All children will learn how to rap.
- All children will analyse the rhyming schemes of different rap songs and use these to write their own lyrics.
- All children will rap songs of different length and styles.
- All children will create and perform their own rap songs.

Year Six Unit 5 - Women in Music: Exploring Lyrics and Melody Vol. 3

- All children will be introduced to and listen to the music of several outstanding female performers working across a range of genres.
- All children will be introduced to the blues genre.
- All children will learn to sing a blues song.
- All children will learn that blues songs normally occur over a 12 bar blues pattern.
- All children will learn to play and improvise over the 12 bar blues on the glockenspiel.
- All children will write and perform their own blues song.

Year Six Unit 6 - Looking Back Vol. 2: Performing Together

- All children will listen to and discuss music previously listened to in Years 4-6 using musical terminology.
- All children will improvise both vocally and with untuned percussion instruments.



- All children will consider the role of the soloist.
- All children will learn about the techniques of performance and discover the theatre behind putting on a good performance.
- All children will sing songs with soloists and with different parts, considering the role of the choir or of backing vocalists in pop songs.

How Do We Assess Pupils?

In terms of assessment, we appreciate that different schools approach feedback, assessment, and reporting differently. Therefore, we usually follow the individual school's assessment system to ensure consistency when reporting to parents. However, we do also have some built-in assessment tools to our curriculum such as listening logs, pupil self-assessment forms, and end of lesson assessment and evaluation forms to be completed by the teacher after every lesson. In addition to this, every unit has clear expectations to be achieved by the end of the unit with three distinct parameters; all children, most children and some children which set clear expectations for children working at the correct age related expectations, those who are working towards to correct age related expectations and those who may be working above age related expectations.



Music Instruments List

Key Stage One

It is necessary that each class has a range of untuned percussion instruments. These can be of any description as long as each child is able to use an instrument during whole class activities without anyone being left out.

Suitable instruments include:

- half moon tambourines,
- headless tambourines,
- tambourines,
- hand drums,
- wood blocks,
- tulip blocks,
- t-bar wood blocks,
- guiros,
- two-tone guiros,
- fish guiros,
- cabasas,
- claves,
- bell trees,
- cow bells,
- triangles and triangle beaters,
- hand cymbals and
- Indian cymbals.

These instruments are all great for playing rhythms on. School need to have enough beaters to cover these instruments. Wooden beaters are needed for wooden instruments, whereas rubber topped beaters are used with drums, tuned percussion and metal instruments. Triangles come with their own specific metal beaters.



Other instruments which are useful when composing are:

- maracas,
- ocean drums,
- egg shakers,
- rain sticks.

The DfE's Model Music curriculum states that all children should be able to have access to tuned as well as untuned percussion instruments. For our curriculum, we have chosen to use glockenspiels. These are easier to differentiate than instruments such as recorders or ukuleles for instance, as they usually have note names written on them, and can allow children to learn melodies and to compose melodies on them, in a way which is much harder on ukuleles or recorders. Glockenspiels also allow for greater scope of learning in terms of pitch, drones, and accompaniments.

In an ideal world, the children would have one glockenspiel each, but one between two also works incredibly well as the children have a chance to help their partners, coach each other and then swap with each other. The best glockenspiels for this age group have two octaves or 25 notes as, through using these, the children can experiment with higher notes and lower notes.

Key Stage Two

In Key Stage Two, the list of instruments remain the same as Key Stage One with the following necessary additions:

- Djembe drums – in Years 5 and 6 the children will learn about cyclic rhythms in African drumming. There should be a large enough amount that each child has a chance to play them. It might be that your school has a range of other drums, in this case the Djembe techniques can be applied on other skinned instruments, but the children will each need to play a drum of some description at the same time at different points.

Other instruments which are useful when composing are:

- any African percussion instruments which schools may have, such as the Shakere or Mbira.



Why Choose PPA Enrichment

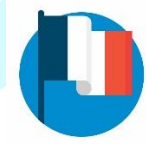
We are a specialist education provider who specialise in PPA cover for primary schools. We have been established since 2005 and offer a variety of subjects including:



ART



MUSIC



FRENCH



SPANISH



PE

We can deliver individual subjects to cover PPA time or we can provide a carousel of subjects to cover a school's entire PPA time. All our staff specialise in the planning and delivery of these subjects to EYFS, KS1 & KS2 children on a weekly basis.

Our Guarantee's

We guarantee:

- ✓ We will improve the standard of PPA cover teaching provision within your school.
- ✓ All lessons pre-planned and a copy of these lesson plans to remain in your school.
- ✓ Assessments after every lesson.
- ✓ The same PPA teachers every week.
- ✓ Termly lesson observations completed by PPA Cover Ltd to ensure a high teaching and learning standard.
- ✓ Management and assessment of staff completed by PPA Enrichment
- ✓ CPD provided to our PPA teachers by PPA Enrichment
- ✓ All staff are Enhanced DBS checked.
- ✓ All staff have completed Behaviour Management training.
- ✓ All staff have completed Safeguarding Children course.



Frequently Asked Questions

Do your staff have DBS?

Yes, all of our staff have Enhanced DBS checks. A copy of the DBS and all other safeguarding information will be sent to a school via a staff datasheet prior to any staff member's first day of teaching.

Do your staff have Safeguarding training?

Yes, all of our staff undertake safeguarding training annually.

Are your staff all qualified teachers? Have they got QTS?

All of our staff are subject specialists and are not only qualified to teach their given subject but also bring great passion and enthusiasm to teaching their subject. We have Qualified and Non-Qualified Teaching Specialists across our pool of staff with around 60% being QTS. However, during OFSTED inspections and regular lesson observations, our Non-QTS staff score on par with our QTS staff.

What training do your staff have?

Prior to any staff member being placed within a school for PPA Cover Ltd, they undertake training in areas such as behaviour management, classroom management, teaching strategies, lesson pace and delivery, school codes of conduct, and child psychology.

What happens if your staff are off sick?

Our sickness and illness policy states that a staff member must call into the head office before 7am if they are going to be off sick that day. We will then arrange for one of our cover PPA teachers to cover the regular PPA teacher.

Do you do assessments?

Yes, after every lesson the PPA teacher will record an assessment on the lesson evaluation sheet.

Do you help with end of year reports?

Yes, towards the end of the school year the PPA teacher will be happy to help complete reports in accordance with the school's requirements.



What is your Quality Assurance?

Our Quality Assurance firstly starts with our Operations Managers. Every school is assigned an Operations Manager who is tasked with ensuring high quality teaching and learning within any of our PPA subjects. The Operations Manager will assess a school's requirements and then assign the teacher that best meets the school's requirements.

Do you complete lesson observations?

Yes, lesson observations are completed by our Operation Managers and a copy of the formal lesson observation is submitted to the school. A member of the school's SLT can also observe alongside the Operations Manager if required.

Will I have a Main Point of Contact?

Yes, all of our schools are designated a School Liaison Officer who will be your direct point of contact, for any questions, queries and support. You will also be assigned a local Operations Manager, who will visit your school throughout the academic year to provide quality assurance and complete observations on our staff members.

How do I get Feedback?

Feedback from the PPA teacher is given daily in regards to how the lesson went that day or any information that needs to be passed on. Management feedback from lesson observations is given termly via the Operations Manager and School Liaison Officer.

Can you guarantee me the same teacher week in week out?

Yes, you will be assigned one PPA teacher for each PPA subject and this teacher will be assigned to your school for the whole of the academic year.

Are the lessons in-line with the National Curriculum?

Yes, our lesson plans / scheme of work are updated annually to ensure they meet the latest National Curriculum / OFSTED guidelines as well as incorporating best practice.



What about OFSTED Framework Deep Dive?

All schemes of work and lesson plans meet the OFSTED Framework Deep Dive. PPA Enrichment provide each school with documentation evidencing the teaching and learning within each PPA subject. This evidence includes what children have been taught, what curriculum points they have covered, each topic taught and what children have achieved throughout the year.

What If I am unhappy with my provision?

If you are unhappy with any part of your provision, please contact your designated School Liaison Officer as soon as possible to discuss your concerns. A meeting will be arranged for your Operations Manager to visit your school within 7 days to complete a full observation. Full support will be provided to the Teacher and school in order to provide a solution to your concerns. A return visit will be scheduled for 14 days' time to ensure the smooth delivery of service, should for any reason this not be the case a replacement teacher will be offered.

What other services do you offer?

We can also provide Lunchtime Clubs and After School Clubs in addition to PPA service on those days. Unfortunately, we do not offer standalone clubs. Please ask for further details with a PPA Enrichment representative.

Are there any additional charges?

There are no additional charges to your PPA Cover Service. Registration, Dismissal of the children and daily evaluations are all part of the complete service that we provide.

If you have any further questions or require any more additional information, please do not hesitate to contact us.





CONTACT US!

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