



MUSIC

*Learning to create expressive work,
drawing on the techniques of inspiring
musicians.*

CUSP Music has been purposefully built around the principles of evidence-led practice. This is to ensure that there is a focus on high-quality development of children as musicians. The curriculum is carefully designed to build pupils' musical knowledge and develop their competency and confidence as musicians. Each block includes the study of significant musicians and musical works, with the intention of exposing pupils to a wide range of music that will inspire them and connect them to the world around them. The curriculum is built to support non-specialist teachers in developing their own subject knowledge and delivering excellence in music education.

Core areas of study include singing, listening and appraising, composing and improvising and instrumental performance. These are built cumulatively throughout the curriculum to ensure that all pupils develop their engagement with, and knowledge of, music over time. This includes a focus on learning to play a range of instruments confidently. CUSP Music aims to build a strong and rich musical culture in schools, in which pupils can thrive.

As with all CUSP subjects, CUSP Music has a strong emphasis on the language that pupils need to explore their own musicality. This is carefully and deliberately planned so that pupils revisit and embed this knowledge over time. Clear structures and learning routines underpin CUSP Music. This allows pupils (and teachers) to direct their cognitive attention to the core content in each block. As with all CUSP subjects, Knowledge Notes are used to support instruction and the revisiting of new concepts. This strong focus on cognitive science provides the framework for pupils to deepen and broaden their knowledge of music and become confident, inspired musicians.

How is CUSP Music organised?

CUSP Music is taught from Years 1 – 6. Each year group has 6 blocks of 5 weeks teaching. Additional weeks in the academic year can be used for consolidation, revisiting or enrichment. The curriculum is designed to be delivered in 45 – 60-minute lessons, depending on the age of pupils and stage of learning. Schools can choose how to organise this time within their timetable, for example, teachers may choose to deliver one CUSP Music lesson over two shorter blocks of time.

Across the year, each year group will focus on developing singing, playing a range of untuned and tuned instruments and building their knowledge about music. Pupils will build their knowledge and musical skills year on year, becoming more expert in playing and appraising a wide range of musical styles.

Week 1	Week 2	Week 3	Week 4	Week 5
Reference lesson	Knowledge about music	Becoming a musician	Knowledge about music	Becoming a musician

What will pupils know and be able to do at key points of the curriculum?

During KS1, CUSP Music aims to secure strong musical foundations for pupils. This includes a strong focus on learning musical vocabulary and significant opportunities to master rhythm and pulse. As pupils move into KS2, they will begin to learn the glockenspiel, alongside exploring a range of other tuned and untuned instruments. The aim is that by the end of Year 4, pupils will have secured a good level of technical and creative skill in playing the glockenspiel and this lays the foundations for pupils to go on to learn the keyboard throughout Years 5 and 6.

For each year group, blocks provide the opportunity for pupils to prepare and perform musical compositions. In KS1, this is woven into several blocks to build pupils' confidence and experience base. Throughout KS2, pupils begin to perform in different musical ensembles, culminating in them performing their own compositions and improvisations by the end of Year 6.

Pupils will be taught to read music from the earliest stages with the expectation of this gradually developing as pupils' experience base builds. Music from a wide range of cultures, time periods and traditions is studied across the curriculum, with plenty of opportunities for pupils to revisit significant musicians and compositions within and across years. This is important to help pupils embed learning and make connections between what they already know and their new learning.

Cultural development

The CUSP curriculum has a strong focus on supporting pupils to meaningfully develop their understanding of other cultures and issues that impact on the wider global community. For this reason, CUSP Music has a specific emphasis on teaching pupils about music that originates from a wide range of cultures, traditions and time periods, including those that are both similar and different to pupils' own experience of music in modern Britain.

To note is that significant musicians and compositions are included throughout the curriculum. Pupils will learn about important works of music from around the world and their contextual significance in history and society. These have been carefully mapped across the curriculum to ensure a balance of new studies and opportunities to revisit those that pupils have already met. This supports pupils in making connections between musicians and musical works and embedding their aural repertoire cumulatively. Teachers are strongly encouraged to link this learning to pupils' learning from the wider curriculum, for example, their study of significant historical events, different faiths or the geography of the world.