FUTURE YARD SCHOOLS

SOUND STORIES X TURN UP THE VOLUME

Six-week Project + Performance

This project gives pupils the opportunity to turn the sounds, stories and voices of their communities into music. Across six lessons, they explore and create musical ideas, develop them through rhythm, melody, lyrics and sound, and work collaboratively to shape them into a complete piece. Pupils then rehearse and refine their music together as an ensemble, ready to bring their Sound Story to life in a live performance after the final lesson.



National Curriculum Subject Content for Music – KS1

1. Use voices expressively and creatively, singing songs and speaking chants and rhymes.
2. Play tuned and untuned instruments musically.
3. Listen with concentration and understanding to a range of high-quality live and recorded music.
4. Experiment with, create and combine sounds using the interrelated dimensions of music.



National Curriculum Subject Content for Music – KS2

1. Play and perform in a) solo and b) ensemble contexts, using voices and instruments.
2. Improvise and compose.
3. Use and understand a) staff and b) other notations.
4. Listen with attention to detail and recall sounds with increasing aural memory
5. Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians.
6. Have an understanding of the history of music.

TURN UP THE VOLUME

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PROGRESSION MAP - SOUND STORIES

INTENT: What you plan to teach and why	**IMPLEMENTATION:** How the teaching and learning is delivered	**IMPACT:** What students learn, remember, and can do as a result
▪ **Curriculum Aim:** To enable pupils to explore how sounds, rhythm, melody, lyrics, texture, dynamics and structure can be used to communicate ideas about people, places and communities through music. ▪ **Development Goals:** Pupils progress from exploring and selecting sounds to creating rhythms, hooks and musical parts, before combining, arranging, rehearsing and refining them as an ensemble. Across the project, the emphasis moves towards greater musical control, independence, collaboration and purposeful decision-making. ▪ **Real-World Connection:** Sound Stories begins with pupils' own environments and experiences, showing that music can grow from the sounds, stories, people and places around them. Pupils experience a creative process similar to that used by musicians: gathering ideas, experimenting, developing material, arranging, rehearsing and preparing to perform. ▪ **End Goal:** Pupils work together to create and shape a shared Sound Story, bringing their own musical ideas into a complete piece and rehearsing it together ready for a live performance after the final lesson.	▪ **Sequenced Learning:** The six lessons move from exploring everyday sounds and soundscapes through rhythm, hooks and musical parts, before pupils make decisions about arrangement and rehearse and refine their finished piece. ▪ **Skills Progression:** Pupils move from responding to and recreating musical ideas towards creating their own material, maintaining individual parts, combining layers, making arrangement decisions and performing with increasing accuracy and ensemble awareness. ▪ **Practical Music-Making:** Every lesson centres on active music-making using voice, body percussion, tuned and untuned percussion and other available classroom instruments. Pupils can create their own material through Pathway A or use additional musical scaffolds through Pathway B where appropriate. ▪ **Musical Understanding:** Concepts including pulse, rhythm, pitch, melody, dynamics, texture, tempo, structure and soundscape are explored through practical musical decisions rather than taught in isolation. ▪ **Collaboration:** Pupils work individually, in groups and as a whole class, listening to one another, maintaining musical roles and combining different ideas into one shared piece. ▪ **Reflection and Refinement:** Pupils regularly listen back, compare musical choices and suggest improvements. By the later sessions they are expected to explain what they would change and why, using appropriate musical vocabulary. ▪ **Rehearsal and Performance:** Lesson 6 focuses on rehearsing, refining and preparing the piece. The live performance or sharing opportunity takes place after the six-lesson teaching sequence.	**Knowledge & Skills:** By the students will have had the opportunity to: ▪ identify and describe sounds and musical features using appropriate vocabulary ▪ create and develop rhythmic, melodic, lyrical and/or sound-based musical ideas ▪ maintain a musical part while listening and responding to others ▪ combine different musical layers into a coherent texture ▪ make deliberate choices about dynamics, tempo, instrumentation, texture and structure ▪ contribute to decisions about how musical material is arranged ▪ rehearse and refine a piece in response to listening and feedback ▪ explain how particular musical choices affect the character, story or atmosphere of the music **Creative Confidence:** Pupils recognise that their own experiences and ideas can become musical material and understand that different contributions can have value within a shared composition.. **Progress Evidence:** Evidence can be gathered through teacher observation, pupil discussion and reflection, compositions and rehearsals, and the completed Sound Story. The final performance provides an additional opportunity to demonstrate ensemble skills and communicate the piece to an audience. **Lasting Impact:** Pupils leave the project having experienced the full creative journey from initial idea to developed musical piece, with greater confidence in creating, discussing, arranging and performing music collaboratively.



LESSON	OVERVIEW - WHAT	NC	CONTENT - HOW	PROGRESSION FROM PRIOR LEARNING
Pathway A: pupils create and perform their own community music. **Pathway B:** supports groups needing help from Session 4 through scaffolded lyric writing. Resources: Future Yard backing track with clearly marked lyric spaces, guide-melody audio, a lyric template with community prompts and phrase-length guidance. Pupils write lyrics for those spaces and learn to sing them to the guide melody.				
1	**Sound Exploration and Community Connections** Understand that sound is everywhere and has many forms. Begin to recognise how sounds can represent emotions or stories. Create a collective soundscape representing the school or community.	KS1: 1 + 3 + 4 KS2: 1 + 2 + 4	• Sound collages use voices, body percussion, and objects, developing their ensemble performance skills. • Engaging with different types of sounds (human-made, natural, musical), appreciating the variety and emotion conveyed through sound. • Sound exploration and sharing support their understanding of how sound can communicate emotions and stories, aligning with expressive performance.	Builds on earlier listening and composing skills. Pupils now select, combine and shape sounds more deliberately to represent places, ideas and aspects of their community.
2	**Rhythm in the Community** Develop rhythm skills through body percussion. Understand how rhythm can represent different elements of a community. Create and perform rhythmic patterns inspired by local environments.	KS1: 2 + 4 KS2: 1 + 2 + 4	• Performing rhythmic patterns in small groups using body percussion, exploring ensemble performance. • Rhythm compositions reflect community scenes, encouraging improvisation and creative interpretation of rhythmic patterns. • Collaboration, composition, and performing rhythmic representations of different aspects of community life linking to musical history.	Builds on pulse, rhythm and ensemble skills. Pupils create and maintain their own rhythmic parts, combining patterns with greater independence and control.
3	**Find Your Sound: Playing with Pitch and Melody** Understand the concept of pitch and melody. Use voice and body percussion to explore different pitches and create simple melodies. Perform short melodic ideas individually and as a group.	KS1: 1 + 2 + 4 KS2: 1 + 2 + 4	• Exploring pitch and melody through vocal exercises and simple melodies, practicing solo and ensemble singing. • Pitch exploration deepens students' understanding of music theory through vocal imitation and the creation of melodies with varying pitches. • Melody creation encourages students to understand how pitch is used in both vocal and instrumental contexts.	Builds on pitch, listening and melodic skills. Pupils move from exploring high and low sounds to shaping short melodic ideas with greater control and intention.
4	**Groove and Tune: Creating Together** Combine rhythm and melody to create simple musical pieces. Work collaboratively to bring together different musical elements. Perform group pieces, focusing on timing and coordination.	KS1: 1 + 2 + 4 KS2: 1 + 2 + 4	• Collaboration in small groups to combine rhythmic and melodic elements in their compositions, reinforcing ensemble performance skills. • Composition tasks allow students to experiment with both rhythm and melody, blending elements creatively. • Encouraged to work together to develop a piece that integrates both rhythmic patterns and melodic sequences.	Builds on performing and composing skills. Pupils combine rhythm and melody, maintain an independent part and make decisions about how musical layers work together.
5	**Feel the Sound: Music and Emotion** Understand how music conveys emotions. Use dynamics and tempo to express different feelings. Create short pieces that represent different moods or stories.	KS1: 3 + 4 KS2: 2 + 3 + 5	• Analysing and creating music that reflects different emotions, incorporating dynamics and tempo to convey feeling. • Listening to music from different genres and traditions to explore how emotions are conveyed through music. • Creating emotional soundtracks, students learn to notate their ideas and understand how music communicates emotional tone.	Builds on listening and appraising skills, alongside control of tempo and dynamics. Pupils use these elements more deliberately to communicate mood, story and musical intention.
6	**Building a Track: Song Structure 101** Understand basic song structure (verse, chorus, bridge). Explore how different sections of a song work together. Begin structuring original musical ideas into clear sections.	KS1: 1 + 2 + 3 + 4 KS2: 1 + 2 + 5 + 6	• Creating and performing simple songs using verse and chorus, developing ensemble performance skills. • Songwriting explores the creative process, including improvisation and composition, while understanding song structure. • Gaining knowledge of the components of songs looking at historical examples and using that knowledge to collaborate on original compositions.	Builds on composing, arranging and ensemble skills. Pupils organise musical ideas into sections and make decisions about repetition, contrast, transitions and overall structure.
OUTCOME	Share the completed Sound Story through a school-led performance or assembly, with the option to perform at a local authority or partner event.			
ASSESSMENT	Musical recall, control, contribution and explanation are observed through practical challenges; detailed criteria sit in the lesson plans.			

SKILLS SUMMARY

Throughout the six-session project, pupils develop their ability to:

- Listen closely to everyday and musical sounds, identifying qualities that could become musical material.
- Use voice, body percussion, tuned and untuned instruments to recreate, represent and develop sounds and ideas.
- Maintain a steady pulse and create rhythmic patterns, grooves and repeated motifs.
- Explore and develop hooks, melodies, lyrics and other musical ideas, depending on the pathway and resources used.
- Combine individual musical parts to create layers, texture and contrast.
- Make deliberate choices about musical elements including rhythm, pitch, tempo, dynamics, timbre, texture and structure to communicate a place, story, atmosphere or idea.
- Work collaboratively, listening to other performers and contributing their own ideas to a shared composition.
- Arrange musical material by deciding what happens, when it happens and how different sections fit together.
- Rehearse and refine music by identifying what is working, what needs improving and making purposeful changes.
- Perform as part of an ensemble with increasing control, confidence and awareness of others.

Across the project, pupils progress from exploring and responding to sound, through creating and developing musical material, to combining, arranging, rehearsing and refining a complete Sound Story ready for performance after Lesson 6.

METRICS - WHY

PERFORMING

Basic Skills

Can follow a clear start and stop cue.
Can maintain a simple pulse or repeated rhythmic/musical part with support.
Can use voice, body percussion or an instrument to perform a short musical idea.
Can contribute one musical layer to a group performance.
Can listen and respond to other members of the ensemble.

Intermediate Skills

Can maintain an independent musical part while other contrasting parts are being performed.
Can perform rhythmic, melodic or vocal material with increasing accuracy and consistency.
Can respond to ensemble cues and changes in structure, dynamics or tempo.
Can control how they perform a part to contribute appropriately to the overall sound.
Can rehearse a part and make improvements following feedback or listening.

Advanced Skills

Can perform an independent part securely within a layered ensemble.
Can demonstrate control of timing, dynamics, balance and expression to support the intended effect of the piece.
Can respond confidently to changes, transitions and cues within the arrangement.
Can help lead entries, transitions or sections of an ensemble where appropriate.
Can adapt their own performance after listening critically to the overall sound.

COMPOSING

Basic Skills

Can select or create sounds that represent a place, event, character or idea.
Can create a simple repeated rhythmic, melodic or sound-based pattern.
Can combine two or more sounds to create a short musical idea or soundscape.
Can contribute an idea to a shared class composition.

Intermediate Skills

Can create and develop rhythmic, melodic, lyrical or sound-based material.
Can use repetition, layering and contrast to develop an initial idea.
Can make choices about tempo, dynamics, pitch, timbre or instrumentation to create a particular effect.
Can help organise musical ideas into sections and contribute to decisions about structure.

Advanced Skills

Can develop initial material by varying, extending or contrasting musical ideas.
Can combine several musical elements deliberately to communicate a clear atmosphere, story or intention.
Can make purposeful decisions about where different parts enter, stop, repeat or change within an arrangement.
Can refine compositional ideas in response to listening and feedback.
Can explain and justify musical choices using appropriate vocabulary.

LISTENING

Basic Skills

Can listen carefully to sounds and identify simple differences such as loud/quiet, fast/slow and high/low.
Can identify a pulse or repeated rhythm.
Can notice different sounds or musical layers within a piece.
Can describe a sound or musical idea using simple musical vocabulary.

Intermediate Skills

Can describe musical ideas using vocabulary including rhythm, pitch, tempo, dynamics, timbre, texture and structure.
Can identify how different layers combine within a piece of music.
Can compare different musical choices and describe the effect they create.
Can listen to an ensemble and identify areas that could be made clearer, more accurate or more effective.

Advanced Skills

Can explain how several musical elements work together to communicate a particular place, atmosphere, story or idea.
Can identify how changes in instrumentation, texture, dynamics, tempo or structure alter the effect of a piece.
Can listen critically to the balance and interaction between different ensemble parts.
Can use detailed listening to inform decisions about composition, arrangement and performance.

APPRAISING

Basic Skills

Can say what they notice or enjoy about a musical idea.
Can suggest a simple change that might improve their own or their group's music.
Can describe whether the music communicates its intended idea or atmosphere.

Intermediate Skills

Can explain how a musical choice affects the sound or character of the piece.