

Padiham St Leonard's Church of England Primary School

Curriculum Intent for Music



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Written by Miss Halsey, February 2022

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Curriculum Intent for Music



Why do we teach our pupils?

Each of our pupils is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".'

Jeremiah 29:11

Why do we teach music?

- Music is a vital part of a broad and balanced curriculum for all pupils

How will our teaching of music enable our pupils to fulfil the plan God has for them?

- Music builds confidence, helps pupils live happier, more enriched lives, and discover the joy of expressing themselves
- From infancy music helps pupils in developing their identity and assists in building self-esteem

What do we want to achieve by teaching music?

- For pupils to develop a love of music and culture
- For pupils to have the opportunity to play an instrument, to sing and make music with others, and to learn to read and write musical notation
- To promote wellbeing by allowing pupils to actively making music with others

How does the teaching of music impact on our aims for our pupils?

Aim:	What contribution does music make to this?
Faith develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	Develops a love of music and culture Stimulates a sense of awe and wonder Enriches our lives
Relationships flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)	Promotes opportunities for making music with others Allows us to share a love of music with friends, family and the wider community Engenders respect for other cultures and religions
Uniqueness have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)	Cultivates creativity and talent Helps to develop our identity Offers unique ways in which we can express ourselves
Intellect – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)	Encourages rigorous intellectual engagement Teaches the skills to perform, compose and appraise Instils the skills and confidence to articulate viewpoints when evaluating music
Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (1 Peter 2:17)	Promotes wellbeing Builds self-esteem Fosters empathy Communicates emotions and conveys narratives
Salvation – have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)	Enables us to explore art, culture and morality in depth Instils humility

Our intent

Music provides a distinctive mode of learning - it is simultaneously complex and fun. Through the music curriculum we aim for our pupils become confident and creative individuals with the knowledge, skills and understanding to enjoy and engage actively with their music education, thereby fostering a great enthusiasm for the subject, enabling pupils to become lifelong learners who are passionate about music.

We teach pupils to listen actively, evaluating music across a broad range of historical periods, genres, styles and traditions. Pupils learn precise use of technical vocabulary in relation to the seven elements of music: pitch, duration, dynamics, tempo, timbre, texture and structure. Rigorous teaching empowers pupils to make imaginative and appropriate choices drawing on the interrelated dimensions of music when creating and composing.

We strive to make music a distinctive and vital learning experience for our pupils; it is an essential part of the broad and balanced curriculum we deliver. We provide pupils with wide ranging experiences in this subject through which we aim to develop their wellbeing, self-esteem and ability to expressive themselves. Music plays an important role in pupils academic, social and emotional development and has played a vital part of our recovery curriculum. At St Leonard's we teach music so that it builds pupils' confidence, helping them to live happier, more enriched lives, and discover the joy of expressing themselves through music.

Music is woven into the Christian ethos of our school through worship at school and at church, participation in community events, and by cultivating creativity and talent in lessons.

Quality First teaching

We follow a Quality First approach to teaching and learning in music, employing approaches such as:

- teaching and using clear classroom routines, both general and specific to music lessons;
- explaining key points of the lesson, teaching them then recapping them at the end;
- recording key vocabulary for each lesson/unit, teaching or revising the meaning of each term;
- frequent revision of learning, linking new learning to what pupils already know, for example by starting each lesson with a mind map of subject-specific vocabulary;
- breaking new learning down into small steps;
- setting tasks with clear goals, outcomes and timescales;
- scaffolding activities by having an adult or peer work alongside less able pupils at first, then gradually withdrawing as confidence grows and skills develop;
- helping pupils to develop effective learning strategies in music, asking them to identify what is successful and why;
- modelling to pupils that making mistakes is part of the learning process.

Spiral curriculum

Music does not lend itself well to the idea of linear progression. It requires a spiral curriculum approach, with skills revisited and mastered over time. The skills-based nature of the subject requires a 'little and often' approach through weekly lessons. This encourages meaningful progress in music over time.

The skills of performing, listening, and improvising and composing nurture each other and work best when they are integrated rather than separated. The Charanga scheme of work promotes the integration of listening, composing, improvising and performing within each unit.

Through a spiral curriculum pupils will show progress in music by doing simple things better, as well as by doing more complex things.

Pupils with special educational needs and disabilities

Teachers should set high expectations and deliberately ambitious targets for every pupil, regardless of their prior attainment. The National Plan for Music Education (Department for Education, 2011) states that *Children from all backgrounds and every part of England should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to.*

Inclusion in music gives every child an equal opportunity to participate in music activities, and to learn and progress in the subject. Inclusive practice at St Leonard's is based on the ideas of 'universal design' - teaching and learning is accessible, engaging and enjoyable for all class members. Tasks within music lessons may then be differentiated for the needs of individual pupils. Our teaching is responsive; teachers and teaching assistants support SEND pupils throughout lessons so that they may make a meaningful contribution to all aspects of music lessons.

We accommodate the needs of pupils with SEND through a variety of means:

- Appropriate seating arrangements allow the teacher and teaching assistant to have clear communication with pupils with SEND, and to check in with them regularly throughout the lesson, especially before moving on;
- Development of routines to support children with anxiety and those on the autistic spectrum to appreciate that lessons will follow a familiar format. At the start of each lesson, class teachers inform pupils how they expect the lesson to proceed with respect to the familiar format;
- Teachers identify potential areas of difficulty and address them at the outset by planning lessons that remove barriers to pupil achievement;
- Tailoring of tasks - class teachers adapt activities and the pace of the lesson to enhance engagement and progress of pupils with SEND;
- Promoting pupil involvement, for example by allowing pupils to choose instruments or lead a warm up activity;
- Allocating specific roles, for example distributing instruments, leading the count in or operating technology.

Gifted and talented children

The concept of giftedness is complex, and robust and reliable definitions of giftedness and talent are elusive. As a result, at St Leonard's we classify gifted and talented children as more able pupils who are consistently functioning at a level in advance of the majority of their peers, rather than children with outstanding abilities. Gifted and talented children consistently display above average ability, creativity and task commitment in music.

We acknowledge that the presence of motivation is a component of giftedness therefore class teachers aim to foster an environment in which teaching and learning is stimulating and motivating for all pupils.

We accommodate the needs of gifted and talented children in a variety of ways:

- Musicianship - provision of music parts (singing, tuned and untuned percussion) that offer greater challenge;
- Listening and appraising – exploration of music in greater depth through application of a more advanced understanding of the interrelated dimensions of music;
- Creating and composing – opportunities to improvise/compose riffs for other pupils to copy; enhanced opportunities to combine all the elements of music to compose in different genres and styles for different moods and occasions.

Cultural capital

The National Curriculum for music at KS1 and KS2 requires that pupils *perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians*. This links to cultural capital: *The essential knowledge that pupils need to be educated citizens introducing them to the best that has been seen or thought and said, helping to engender an appreciation of human creativity and achievement*. By adding to our pupils' cultural capital we can support them to be socially mobile.

Education visits

Educational visits, such as to the Hallé for Youth schools' concerts or performances at Burnley Music Centre, contribute to pupils' cultural capital.

Time allocation

As music is a skills-based subject and progress within music is non-linear, each class in reception, Key Stage 1 and Key Stage 2 receives a weekly timetabled lesson to encourage meaningful progress in music. These lessons last approximately one hour and fifteen minutes. Nursery music lessons take place on an ad-hoc basis.

Thinking skills

When teaching music there is scope for teachers to draw on approaches from Philosophy for Children, Thinking Moves and Emotion Works. For example a piece of music could be a stimulus for a philosophical enquiry, Thinking Moves actions could be incorporated into music lessons to identify the skills pupils use (particularly when listening and improvising and composing), and the effect of music on our emotions could be explored as regulation strategies.

Thinking Moves in music lessons

Thinking Move	Synonyms	Music lesson
Ahead	Predict Aim	Listening and appraising
Back	Remember Reflect	Improvising and composing
Connect	Link Liken	Listening and appraising
Divide	Separate List	Listening and appraising
Explain	Say how Clarify	Listening and appraising
Formulate	Suggest Propose	Improvising and composing
Group	Sort Class	Listening and appraising
Headline	Summarize Distil	Listening and appraising
Infer	Deduce Take from	
Justify	Give reason Argue	Listening and appraising
Keyword	Highlight Pinpoint	Listening and appraising
Look/listen	Notice Gather	Listening and appraising
Maintain	Believe Affirm	
Negate	Disagree Oppose	
Order	Sequence Arrange	Improvising and composing
Picture	Imagine Put yourself	
Question	Ask Wonder	Listening and appraising
Respond	Answer Reply	Improvising and composing
Size	Estimate Quantify	

Test	Doubt Check	Improvising and composing
Use	Try out Apply	Improvising and composing
Vary	Change Alter	Improvising and composing
Weigh up	Decide Judge	Improvising and composing
Exemplify	Give example Illustrate	
Yield	Accept Concede	
Zoom	Focus on Survey	Listening and appraising

Roles and responsibilities

Governors	Play a strategic role in ensuring that music plays an integral part in our school's broad and balanced curriculum
Senior leadership team	Ensure that the value of music is reflected in curriculum allocation, resources and opportunities in the subject Value and model the essential contribution music makes to our school ethos
Subject leader	Oversee the provision of music
Teachers	Provide high quality music education that fulfils the requirements of the National Curriculum
Pupils	Participate! Be bold! Explore!
Parents	Have goals and aspirations that influence children's desire to participate, overcome challenges, and succeed in music, developing their competence and achievement
Visitors	Provide enrichment activities

National Curriculum aims for Key Stages 1 and 2

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Model Music Curriculum aims for Key Stages 1 and 2

Key Stage 1

- Songs and chants underpin all aspects of study
- Pupils should develop a strong internalized sense of pulse, rhythm and pitch through a rich range of music activities: singing (including call and response songs/chants), moving, performing using untuned and tuned instruments, improvising and composing, and active listening
- Repetition of techniques is vital for consolidation and to gain confidence
- Pupils start to learn simple compositional techniques and structures in readiness for Key Stages 2 and 3
- There should be frequent informal opportunities to perform. Pupils should perform their improvisations and compositions
- Peer feedback is important in developing skills

Key Stage 2

As for Key Stage 1 and:

- Singing remains a key aspect of music throughout Key Stage 2
- Pupils use graphic score and progress to using staff notation
- Pupils should have frequent informal opportunities to perform, including performing their improvisations and compositions in class and to wider school audiences, at least once a term

Key Stage 1 National Curriculum attainment

Pupils should be able to:

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

Key stage 2 National Curriculum attainment

Pupils should be able to:

- Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music

Early Years Foundation Stage objectives

Birth to three - babies, toddlers and young children will be learning to:

Communication and language

- Enjoy singing, music and toys that make sounds
- Learn new vocabulary [for example 'percussion' and 'tambourine' in music]

Physical development

- Clap and stamp to music

Literacy

- Enjoy songs and rhymes, tuning in and paying attention
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
- Say some of the words in songs and rhymes
- Copy finger movements and other gestures
- Sing songs and say rhymes independently, for example, singing whilst playing

Expressive arts and design

- Show attention to sounds and music
- Respond emotionally and physically to music when it changes
- Move and dance to music
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'
- Explore their voices and enjoy making sounds
- Join in with songs and rhymes, making some sounds
- Make rhythmical and repetitive sounds
- Explore a range of sound-makers and instruments and play them in different ways
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

Three and four year olds will be learning to:

Communication and language

- Sing a large repertoire of songs

Physical development

- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm

Expressive arts and design

- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs, or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Children in reception will be learning to:

Communication and language

- Learn new vocabulary [for example 'percussion' and 'tambourine' in music]
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs

Expressive arts and design

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

Early Learning Goals

Expressive arts and design – being imaginative and expressive

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music

Key Stage 1

End of Key Stage 1 objectives

Performing

- I have played a range of tuned and untuned instruments
- I have sung a wide range of songs (including rhymes and chants)
- I can keep to a steady pulse
- I can start and finish with everybody else

Listening and appraising

- I have listened to a range of music (written and performed for different purposes and occasions) with growing concentration
- I have experienced a live performance (musicians from music service / other pupils performing / theatre performances / concerts)
- I can say whether or not I like a piece of music
- I can recognize beginning, middle and end or a repeated refrain (e.g. chorus)

Creating and composing

- I can choose how to represent different things e.g. sound effects for a story or to reflect different moods
- I can start to compose a simple piece with a beginning, middle and end
- I am starting to use pictorial representation to record what I have composed

Interrelated dimensions

- I can name standard tuned and untuned percussion (e.g. drum / maraca / triangle / tambourine / wood block)
- I can identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration)
- I have explored different ways to play

Key Stage 2

End of Lower Key Stage 2 objectives

Performing

- I have played a simple melody on tuned percussion and more complex rhythms on untuned percussion
- I can sing with expression, good diction and a growing sense of pitch
- I have sung songs with more than one part (e.g. rounds / call and response songs)
- I have performed in groups of a variety of sizes

Listening and appraising

- I have listened to music from other cultures, countries and times
- I can say whether or not I like a piece of music giving a reason why
- I can listen with attention to detail and recall sounds heard
- I can reflect on the moods created by different pieces of music (e.g. calming / frightening etc)
- I can identify contrasting sections of a song, such as the verse and refrain

Creating and composing

- I can compose and perform my own melodies using a given range of notes (e.g. pentatonic scales)
- I can improvise simple patterns
- I can record my compositions in a variety of ways (e.g. graphic ways / musical notation)
- I am starting to compose using different structures (e.g. call and response / verse and chorus)

Interrelated dimensions

- I can name a wider range of musical instruments, including instruments from around the world and orchestral instruments
- I am starting to use and understand staff and other musical notations
- I can recognize changes in duration, dynamics, pitch, tempo, timbre and texture
- I can recognize different structures e.g. call and response / verse and chorus

End of Upper Key Stage 2 objectives

Performing

- I have played melodies from different genres on tuned percussion and extended rhythm patterns
- I am becoming aware of flats and sharps when playing
- I can play a musical ostinato (repeated phrase)
- I can sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and two or three parts)
- I can perform with good understanding of the mood to be created
- I can practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience
- I can reflect on and refine my work

Listening and appraising

- I am developing my understanding and ability to identify music from different times and cultures
- I can make informed suggestions of suitable pieces of music for various occasions
- I can analyse and compare different music using appropriate musical vocabulary

Creating and composing

- I can combine all the musical elements
- I have learned to compose in different genres and styles for different moods and occasions
- I can compose using different structures
- I can record my compositions using staff and graphic notation

Interrelated dimensions

- I can name and sort orchestral instruments into their families
- I can use and understand staff and other musical notations – reading notes accurately
- I can recognize more complex changes in duration, dynamics, pitch, tempo, timbre, structure and texture and use these in my own work

Model Music Curriculum objectives - singing

Year 1	Year 2
<ul style="list-style-type: none"> - Sing simple songs, chants and rhymes from memory - Sing collectively and at the same pitch - Respond to simple visual directions, e.g. stop, start, loud, quiet, and counting in - Sing call and response songs - Pitch range: mi – so, extending to pentatonic songs 	<ul style="list-style-type: none"> - Sing songs with a small pitch range, pitching accurately - Sing songs regularly with a pitch range of do-so with increasing vocal control - Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions, and to visual symbols (e.g. crescendo, decrescendo, pause) - Pitch range: do - so
Year 3	Year 4
<ul style="list-style-type: none"> - Sing unison songs of varying styles and structures tunefully and with expression - Perform loud (forte) and soft (piano) - Perform actions confidently and in time - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes - Perform as a choir in school assemblies - Pitch range: do - so 	<ul style="list-style-type: none"> - Sing unison songs of varying styles and structures, pitching accurately - Follow directions for getting louder (crescendo) and quiet (decrescendo) - Sing rounds and partner songs in different time signatures (2/4, 3/4, 4/4) - Begin to sing repertoire with small and large leaps - Begin to sing a simple second harmony part - Pitch range: one octave / do – do'
Year 5	Year 6
<ul style="list-style-type: none"> - Sing a broad range of songs with a sense of ensemble and performance, observing phrasing, and pitching accurately - Sing three-part rounds or partner songs (grouped according to part), and songs with a verse and chorus - Perform a range of songs in assemblies and school performance opportunities 	<ul style="list-style-type: none"> - Sing a broad range of songs, including those with syncopated rhythms, as part of a choir, with a sense of ensemble and performance, observing rhythm, phrasing, and style, and pitching accurately - Sing three- and four-part rounds or partner songs, experimenting with positioning singers randomly within the group - Perform a range of songs as a choir in assemblies, school performance opportunities, and to a wider audience

Model Music Curriculum objectives - listening

Year 1	Year 2
<ul style="list-style-type: none"> - Western classical music (Classical, 20th century) - Art pop music - Blues - Samba 	<i>As Year 1 and:</i> <ul style="list-style-type: none"> - Western classical music (20th century, 21st century) - Pop - Rock n roll - Indonesian gamelan
Year 3	Year 4
<i>As Years 1 - 2, and:</i> <ul style="list-style-type: none"> - Western classical music (baroque, romantic, 21st century) - Funk - Disco - Indian classical music 	<i>As Years 1 – 3 and:</i> <ul style="list-style-type: none"> - Western classical music (early, Classical, 20th century) - Jazz - 90s indie - Bhangra - Calypso from Trinidad
Year 5	Year 6
<i>As Years 1 – 4 and:</i> <ul style="list-style-type: none"> - Western classical music (a range of 20th century composers) - 90s singer/songwriter - 80s synth/pop - Nigerian drumming - South African choral music 	<i>As Years 1 – 4 and:</i> <ul style="list-style-type: none"> - Western classical music (romantic, 21st century) - 90s R&B - Middle Eastern folk - English folk (sea shanties) - Polish folk (Chopin mazurkas) - Argentine tango

Model Music Curriculum objectives - improvising and composing

Year 1	Year 2
<ul style="list-style-type: none"> - Understand the difference between creating a rhythm pattern and a pitch pattern - Improvise simple vocal chants using question and answer phrases - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. rainstorm, train journey - Combine sounds to make a story - Choose and play musical instruments or sound-makers, e.g. rustling leaves - Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns - Use music technology to capture, change and combine sounds - Recognize how graphic notation can represent created sounds, exploring and inventing own symbols 	<ul style="list-style-type: none"> - Create music in response to a non-musical stimulus - Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion - Use graphic symbols, dot notation and stick notation to record compositions - Use music technology to capture, change and combine sounds
Year 3	Year 4
<ul style="list-style-type: none"> - Become more skilled in improvising using voices, tuned and untuned percussion - Invent 'on the spot' responses using a limited note range - Structure musical ideas, e.g. using echo, or question and answer phrases, creating music that has a beginning, middle and end - Compose in response to different stimuli, e.g. stories, verse, images and musical sources 	<ul style="list-style-type: none"> - Improvise on a limited range of pitches - Make use of musical features including smooth (legato) and detached (staccato) - Compose known rhythmic notation with letter names to create short pentatonic phrases (a range of five pitches) - Arrange individual notation cards of known note values (paired quavers, crotchet, minim, crotchet rest) to create sequences of two, three or four beat phrases, arranged into bars - Compose music to create a specific mood, for example to accompany a short film clip - Introduce major and minor chords - Capture and record ideas using graphic symbols, rhythm notation and time signatures, staff notation, technology

Year 5	Year 6
<ul style="list-style-type: none"> - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape - Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano) - Compose melodies made from pairs of phrases in C major or A minor, enhancing melodies with rhythmic or chordal accompaniment - Compose a short ternary piece with a partner - Use chords to compose music to evoke a specific atmosphere, mood or environment (e.g. evoking water, music to accompany a silent film or set a scene in a book/play) - Capture and record ideas using graphic symbols, rhythm notation and time signatures, staff notation, technology 	<p>Work in small group to:</p> <ul style="list-style-type: none"> - create music with multiple sections that include repetition and contrast - use chord changes as part of an improvised sequence - extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape - Plan and compose and 8- or 16-beat melodic phrase using the pentatonic scale (C, D, E, G, A), incorporating rhythmic variety and interest. Play this melody on tuned percussion. Notate this melody - Compose melodies made from pairs of phrases in G major or E minor, enhancing the melody with rhythmic or chordal accompaniment - Use music software/apps to create and record a ternary piece - Discuss how musical contrasts are achieved

Model Music Curriculum objectives - musicianship/performance

Year 1	Year 2
<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes - Use body percussion (e.g. clapping, tapping, walking) and percussion instruments to play rhythmic ostinati and short, pitched patterns, maintaining a steady beat - Respond to the pulse through movement and dance <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Perform short copycat rhythm patterns accurately, led by the teacher - Perform rhythmic ostinati, maintaining a steady beat - Perform word-pattern chants; create, retain and perform own rhythm patterns <p><u>Pitch</u></p> <ul style="list-style-type: none"> - Listen to sounds in the local school environment, comparing high and low sounds - Sing familiar songs in both low and high voices and talk about the difference in sound - Explore percussion sounds to enhance storytelling, e.g. ascending glockenspiel notes to suggest Jack climbing the beanstalk; regular strong beats on a drum to replicate menacing footsteps - Follow pictures and symbols to guide singing and playing 	<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> - Understand that the speed of the beat can change, creating a faster or slower tempo - Mark the beat when listening by tapping or clapping, recognizing tempo and changes in tempo - Walk in time to the beat - Know the difference between left and right to support coordination - Begin to groups beats in twos and threes by tapping knees of the first beat and clapping the remaining beats - Identify the beat groupings in familiar music (two, three, four) <p><u>Rhythm</u></p> <ul style="list-style-type: none"> - Perform short copycat rhythm patterns accurately, led by the teacher, and invent rhythms for others to copy on untuned percussion - Create rhythms using word phrases as a starting point - Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests <p><u>Pitch</u></p> <ul style="list-style-type: none"> - Sing short phrases independently - Respond independently to pitch changes in short melodic phrases, e.g. stand up/sit down, hands high/low - Recognize dot notation and match to three note melodies played on tuned percussion

Year 3	Year 4
<ul style="list-style-type: none"> - Develop facility in playing tuned percussion or a melody instrument - Correctly order phrases using dot notation, showing different arrangements of notes C, D and E (do – re – mi) - Play and perform melodies following staff notation using a small range (e.g. middle C – E / do – mi) as a whole class, trios, quartets - Individually (solo) copy stepwise melodic phrases with accuracy at different speeds: fast (allegro) and slow (adagio), extending to question and answer phrases 	<ul style="list-style-type: none"> - Develop facility in the basic skills of a selected instrument over a sustained period - Play and perform melodies following staff notation using a small range (middle C to G / do-so) as a class or in small groups - Perform in two or more parts (e.g. melody and accompaniment or a duet) from notation - Identify static and moving parts - Copy short melodic phrases, including those using the pentatonic scale (C, D, E, G, A) - Understand the differences between minims, crotchets, paired quavers and rests - Read and perform pitch notation within a defined range (C to G / do-so) - Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately to achieve a sense of ensemble
Year 5	Year 6
<ul style="list-style-type: none"> - Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the range middle C to C' / do-do - Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards - Perform simple chordal accompaniments to familiar songs - Perform a range of pieces and arrangements combining acoustic instruments to form mixed ensembles - Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies - Understand the differences between semibreves, minims, crotchets, paired quavers, semiquavers and crotchet rests - Understand the differences between 2/4, 3/4 and 4/4 time signatures - Read and perform pitch notation within an octave - Read and play short rhythmic phrases at sight using conventional symbols for known rhythms and note durations 	<ul style="list-style-type: none"> - Play melodies following staff notation (one staff), using notes within an octave range (do – do) - Make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) - Accompany melodies using block chords or a bass line - Assume melody or accompaniment (chords or bass line) roles - Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests - Read and perform pitch notation within an octave (C to C' / do-do) - Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts - Read and play from notation a four-bar phrase, confidently identifying note names and durations

Model Music Curriculum objectives - elements of music (Key Stage 2 only)

Element of music	Year 3	Year 4	Years 5 and 6
Rhythm, metre and tempo	Downbeats Fast (allegro) Slow (adagio) Pulse Beat	Getting faster (accelerando) Getting slower (rallentando) Bar Metre	Simple time Compound time Syncopation
Pitch and melody	High Low Rising Falling Pitch range do – so	Pentatonic scale Major tonality Minor tonality Pitch range do – do	Full diatonic scale in different keys
Harmony	Drone	Static Moving	Triads Chord progressions
Texture	Unison Layered Solo	Duet Melody and accompaniment	Music in three parts Music in four parts
Dynamics and articulation	Loud (forte) Quiet (piano)	Getting louder (crescendo) Getting softer (decrescendo) Legato (smooth) Staccato (detached)	Very loud (fortissimo) Very quiet (pianissimo) Moderately loud (mezzo forte) Moderately quiet (mezzo piano)
Instruments and playing techniques	Instruments from the Listening curriculum	Instruments and playing techniques from the Listening curriculum	Instruments, playing techniques and effects (e.g. pizzicato, tremolo) from the Listening curriculum

Model Music Curriculum objectives – notation (Key Stage 2 only)

Notation	Year 3	Year 4	Years 5 and 6
Crotchets	Yes	Yes	Yes
Paired quavers	Yes	Yes	Yes
Minims	Yes	Yes	Yes
Semibreves			Yes
Semiquavers			Yes
Rests		Yes	Yes
Time signatures 2/4, 3/4, 4/4			Yes
Fast (allegro) Slow (adagio)	Yes	Yes	Yes
Getting faster (accelerando) Getting slower (rallentando)		Yes	Yes
Dot notation Stave, lines and spaces, clef	Range of a third (do – me)	Range of a fifth (do – so)	Range of an octave (do – do')
Loud (forte) Quiet (piano)	Yes	Yes	Yes
Getting louder (crescendo) Getting softer (decrescendo)		Yes	Yes

Progression of skills

Over time, pupils develop new musical skills and conceptual understanding, and revisit familiar concepts and established skills. Repeating a skill does not mean that pupil progress is decreasing, rather this enables pupils to re-enforce their skills and understanding in order to improve the quality of their musicianship.

Key Stage 1	<ul style="list-style-type: none">- Use their voices expressively by singing songs and speaking chants and rhymes- Play tuned and untuned instruments musically- Listen with concentration and understanding to a range of high quality live and recorded music- Experiment with, create, select and combine sounds using the interrelated dimensions of music
Lower Key Stage 2	<ul style="list-style-type: none">- Use their voices expressively by singing songs and speaking chants and rhymes- Play tuned and untuned instruments musically- Listen with concentration and understanding to a range of high quality live and recorded music- Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers- Develop an understanding of the history of music- Experiment with, create, select and combine sounds using the interrelated dimensions of music
Upper Key Stage 2	<p>As LKS2 and:</p> <ul style="list-style-type: none">- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Improvise and compose music for a range of purposes using the interrelated dimensions of music

Learning progression and outcomes

Year 1	Performing	Use their voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically
	Listening and appraising	Listen with concentration and understanding to a range of high quality live and recorded music
	Creating and composing	Experiment with, create, select and combine sounds using the interrelated dimensions of music
Year 2	Performing	Use their voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically
	Listening and appraising	Listen with concentration and understanding to a range of high quality live and recorded music
	Creating and composing	Experiment with, create, select and combine sounds using the interrelated dimensions of music
Year 3	Performing	Use their voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically
	Listening and appraising	Listen with concentration and understanding to a range of high quality live and recorded music Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers
	Creating and composing	Experiment with, create, select and combine sounds using the interrelated dimensions of music
Year 4	Performing	Use their voices expressively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically
	Listening and appraising	Listen with concentration and understanding to a range of high quality live and recorded music Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music
	Creating and composing	Experiment with, create, select and combine sounds using the interrelated dimensions of music
Year 5	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	Listening and appraising	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music
	Creating and composing	Improvise and compose music for a range of purposes using the interrelated dimensions of music Use and understand staff and other musical notations

Year 6	Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	Listening and appraising	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music
	Creating and composing	Improvise and compose music for a range of purposes using the interrelated dimensions of music Use and understand staff and other musical notations

Charanga Model Music Curriculum units

Year A	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn 1	Introducing Beat	Developing Notation Skills	Getting Started with Music Tech
Autumn 2y	Adding Rhythm and Pitch	Enjoying Improvisation	Emotions and Musical Styles
Spring 1	Introducing Tempo and Dynamics	Composing Using Your Imagination	Exploring Key and Time Signatures
Spring 2	Combing Pulse, Rhythm and Pitch	Sharing Musical Experiences	Introducing Chords
Summer 1	Having fun with improvisation	Learning more about musical styles	Words, meaning and expression
Summer 2			
Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn 1	Exploring Simple Patterns	Interesting Time Signatures	Developing Melodic Phrases
Autumn 2	Focus on Dynamics and Tempo	Combing Elements to Make Music	Understanding Structure and Form
Spring 1	Exploring Feelings Through Music	Developing Pulse and Groove Through Improvisation	Gaining Confidence Through Performance
Spring 2	Inventing a Musical Story	Creating Simple Melodies Together	Exploring Notation Further
Summer 1	Music that makes you dance	Connecting notes and feelings	Using chords and structure
Summer 2			

Implementation

Our pupils learn that music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the music canon.

Weekly music lessons engage and inspire pupils to develop a love of music and their talent as musicians, in turn increasing their self-confidence, creativity and sense of achievement. We use the Charanga scheme of work from Nursery to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

Key Stage 2 pupils have the opportunity to learn glockenspiel and recorder in the classroom. These lessons incorporate teaching musical notation. Pupils have opportunities to perform in class, in collective worship and also to parents and the wider community.

Further opportunities in music include weekly rehearsals and regular performances with the Key Stage 2 choir, and an annual musical theatre performance at Christmas (Early Years Foundation Stage and Key Stage 1), Easter (Lower Key Stage 2), or in the summer term (Upper Key Stage 2).

Impact

Assessment of pupil attainment and record keeping

Music assessment is formative in order for teachers to adapt planning and teaching to best meet the needs of our pupils.

Class teachers maintain a record of attainment for each pupil in the class. This record indicates which objectives the pupil has met across the four areas of music teaching (performing, listening and appraising, creating and composing and interrelated dimensions) and is specific to each Key Stage.

Monitoring and evaluation

We provide feedback for pupil improvement, ensuring that all pupils know what they need to do next. The language of the National Curriculum supports our assessment of pupils and informs the feedback we provide:

- listening: we seek depth in answers and use of musical vocabulary;
- performance: we look for accuracy, fluency, control and expression;
- improvisation and composition: we look for structure, the use of interrelated dimensions of music, and whether a piece is ‘fit for purpose’.

Teachers create opportunities for pupils to experience, share and celebrate music through performance, seeking opportunities for collaboration. They encourage peer feedback by creating an environment where pupils can constructively express their thoughts on performances. Classes prepare for performances from the beginning of each Charanga unit, rehearsing for the end of unit performance within each lesson, and recording and uploading performances upon completion of each unit. Reviewing performances is also a valuable way for pupils to develop listening skills and musical vocabulary.

Class teachers record a summative assessment of pupil attainment at the end of each academic year using Target Tracker. Summative assessment informs subject and school leaders of progress we are making in the teaching and learning of music, and helps the subject coordinator to identify aspects of our practice that need further development.

The subject coordinator for music using a range of strategies to monitor teaching and learning across all year groups, including conducting pupil interviews and lesson observations, and scrutinizing floor book records for each unit of work.

Reporting to parents

Parents receive an end of year report that outlines pupil attainment and effort in music. These reports also contain written comments by the class teacher regarding the pupil’s strengths in the subject, along with aspects of learning to develop.

Action plan

See separate document.