



Music In Action at Woodlands Academy

Created by R Chapman

Implementation:

All children at Woodlands receive a broad and balanced curriculum regardless of year group or ability. Our curriculum is centred around 'Charanga', a music-based scheme, in which the children learn to sing and play instruments. They also have an opportunity to develop an understanding of pulse, rhythm and notation. The programme incorporates the use of technologies such as 'Garage Band', enabling the children to compose their own pieces. It also focuses on developing the children's ability to sing in tune and with other people. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. They are taught the disciplined skills of recognising pulse and pitch. Also, how to work with others to compose music and perform for an audience. Finally, we ensure every child has the opportunity to learn (from a music specialist) a stringed instrument on their journey through the school. Pupils learn to read music and play as part of an ensemble.

Through the teaching and learning of music, children are learning to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Children are enthused and engaged in a wide variety of music activities. Opportunities to perform outside of school, within our local environment ensure our children understand its significance and place within the wider world and that these excite and inspire children's thirst for knowledge and participation in this subject.

The national curriculum for music and our progression of skills within each milestone aims to ensure that all pupils:

- confidently perform either singing or skilfully playing an instrument, either solo or as part of a group.
- listen and appraise a variety of music, learning how to analyse and express their own opinions.
- compose and create song with verses and chorus and create rhythmic patterns and an awareness of timbre and duration; digital technology may be used to compose, edit and refine pieces of music.
- transcribe and use standard musical notation and read and create notes on the musical stave.
- describe music, using a wide range of musical vocabulary to accurately describe and appraise.
- learn about the history, purpose and cultural meanings of music.

Charanga's Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Inclusion

We teach Music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

SEND children are supported in a variety of ways. Some of these are outlined below:

Subject: Music			
Universal strategies and approaches (Band 0)			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<p>Provide visuals to support vocabulary</p> <p>Ensure equipment is well organised and clearly labelled;</p> <p>Rolling numbers – cross curricular</p> <p>Playing musical instruments</p> <p>Modelling – call and response</p> <p>Actions to songs</p>	<p>Develop ‘good talking’ and ‘good listening’ prompt cards containing visuals to support the development of specific target skills.</p> <p>Prompt questions on Charanga</p> <p>Provide opportunities for overlearning vocabulary (Singing Assemblies)</p> <p>Ask pupils to classify a group of words into different categories and make cards for each category with supporting visuals. For example, a list of transport words categorised into air/sea/land.</p> <p>Choir</p>	<p>Encourage the pupil to take on leadership roles in group or partnered activities.</p> <p>Mindfulness music during quiet, focussed times</p> <p>How does the music make you feel?</p> <p>Teach that singing releases ‘feel good’ hormones, which support good mental health.</p> <p>Disco</p> <p>Young Voices</p>	<p>Reducing background noise in the classroom</p> <p>Include opportunities for repetition in lesson time.</p> <p>Whole body movements to find the beat.</p> <p>Putting actions to songs</p>
Reasonable Adjustments (LA and Environmental SEND) (Band 1)			

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Visual aids on instruments to support good technique e.g. fret stickers on ukuleles.	Provide conversation starters and closers Support the pupil to create a personalised vocabulary bank/dictionary containing visual supports. Makaton in Singing Assemblies		
SEND School Based Support (Band 2-3)			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Exploring a smaller part of a song e.g. just the chorus Addition modelling/support playing instruments Makaton (or consistent actions) to give a visual support to songs.	Introduce structured paired talk opportunities. Give the pupil a clear role such as listener/speaker and signpost the information that they need to collect from the conversation. Provide a listening frame to support pupils in identifying what information to listen out for and make notes on. This strategy can be extended by summarising the subsequent talk/clip and asking the learner to prepare a suitable listening frame for another pupil.	Exposing children to songs before they are played in class.	Make sure that there are also planned quiet times and withdrawal to avoid over stimulation and over-excitement. Provision of ear-defenders for children with audio-sensitivity.
SEND EHCP (Band 4)			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Makaton/Widget symbols to support sequencing of music activity or task.			Offer a classroom safe space for withdrawal. Agree how long the pupil can remain there and what sort of

			<p>activities are acceptable.</p> <p>Provide ear defenders or a soft headband which can be pulled down over ears – children still joining in by having instruments.</p> <p>Provide instruments that are appropriate for physical dexterity of the pupil.</p>
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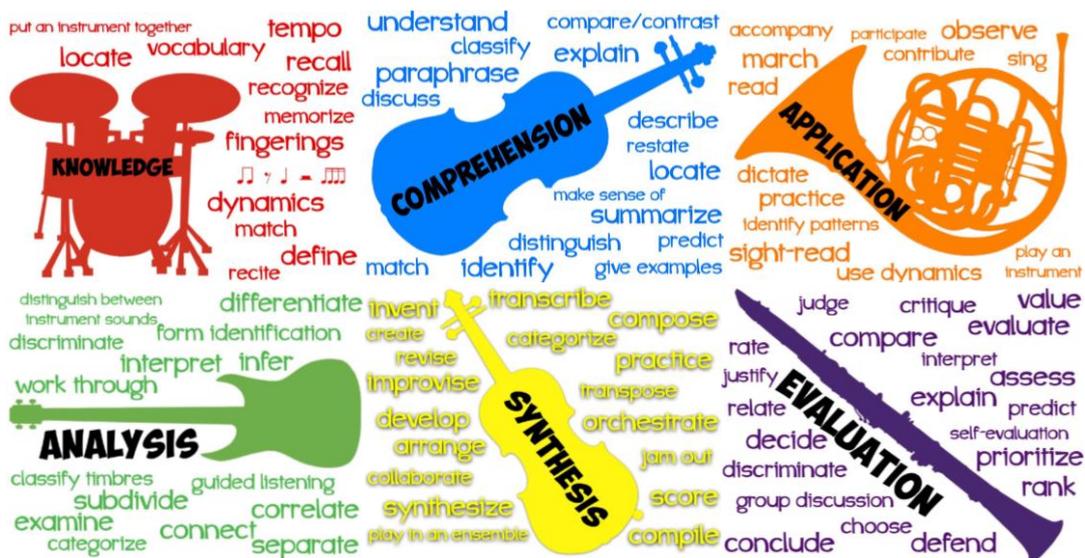
Frequency

Music is taught on a weekly basis. As an academy, we aim to deliver our lessons using the BAD approach. Staff are encouraged to devise questions to develop the children's thinking further. This is achieved through the support of Blooms Taxonomy question stems and verb posters that have been provided for staff.

An example of the sentence stem and verbs are show below.

Domain	Verbal Response Stems	Musical Response Stems
Remembering <i>Memorization – I copy ideas.</i>	<i>Who is/did/can...</i> <i>What is/did/can...</i> <i>Where is/did/can...</i> <i>When is/did/can...</i>	<i>Repeat 'x'</i> <i>Recall/Show me 'x'</i>
Understanding <i>Identification – I compare and copy ideas.</i>	<i>In this example...</i> <i>Who is/did/can...</i> <i>What is/did/can...</i> <i>Where is/did/can...</i> <i>When is/did/can...</i>	<i>Show me which rhythm/melody came first.</i> <i>Show me which rhythm/melody comes next.</i> <i>Show me the main rhythm/melody.</i> <i>Show me what happened when...</i> <i>Show me the difference between</i>
Applying <i>Usage – I compare and change ideas.</i>	<i>How is, did, can...</i> <i>How will/would/might/should you...</i>	<i>Play this rhythm,/melody on a different instrument.</i> <i>Combine the rhythm/melody with this.</i> <i>How would it sound if...</i> <i>Show me how these ideas fit together.</i> <i>Perform using this notation.</i> <i>Complete this rhythm/melody using your own ideas.</i> <i>How did/would... perform it? Show me.</i> <i>Create a contrast to...</i> <i>Can you perform this using different instruments?</i> <i>Compose using...</i>
Analysing <i>Decomposition – I recreate styles.</i>	<i>Why is/did/can/should...</i> <i>How is/did/can/should...</i>	<i>Perform the melody</i> <i>Perform the piano part.</i> <i>Perform the accompaniment part</i> <i>Perform the bass part.</i> <i>As a group, recreate...</i> <i>Show me the rhythm before... and after...</i> <i>Show me how... changes.</i> <i>Show me a similar...</i> <i>Show me the original/feature of...</i>

		<p>Using the correct instrument, show me the chords of this song.</p> <p>Show me the part that... performed.</p> <p>Show me what would happen if...</p> <p>Show me the changes that you made...</p>
<p>Evaluating Decision Making</p>	<p>Who will/would/might/should...</p> <p>What will/would/might/should...</p> <p>Where will/would/might/should...</p> <p>When will/would/might/should</p>	<p>Show me the most important rhythm/melody</p> <p>Show me the least effective rhythm/melody</p> <p>Make improvements to...</p>
<p>Creating Create – I combine styles and ideas.</p>	<p>Why will/would/might/should you... if...</p> <p>How will/would/might/should you... if...</p>	<p>How would this change if you...</p> <p>Show many different ways to...</p> <p>Show me how Mozart would change this?</p> <p>Show me how this would be different in 1950s</p> <p>How can you use African instruments to perform this song?</p> <p>Can you compose a song using both styles?</p>



Key Concepts

- Play and Perform
- Listen and Appraise
- Improvise and Compose
- Musical Notation
- History

Core Learning in skills and knowledge

Aspect:	Play and Perform
Nursery	Discover how to use their voice by singing echo songs, perform movements to a steady beat and explore the different sounds instruments make.
Reception	Use their voice to explore singing at different speeds and pitch and understand how to hold an instrument with care whilst playing to a steady beat.
Y1	Using instruments repeat and investigate simple beats and sing and perform with expression and creativity to an audience.
Y2	To sing with a sense of the shape of a melody and understand how to control playing a range of small percussion instruments so that they sound as they should. Play and perform songs with expression and confidence to an audience.
Y3	To continue to control playing a musical instrument. To sing with a greater awareness of pitch and with clear diction.
Y4	To play notes on instruments with care (so the notes sound clear) and show awareness of what others in the group are singing or playing.
Y5	Perform songs and play an accompaniment on an instrument with an awareness of the meaning of words and how different parts fit together to achieve an overall effect.
Y6	Sing or play from memory with confidence, expression and in tune combining dynamics, tempo and pitch.

Aspect:	Listen and Appraise
Nursery	Listen to different sounds (animal noise, water etc.) and respond with voice and movement..
Reception	Listen to music and respond by using hand and whole body movements.
Y1	Respond to different composers and genres of music and reflect on how it makes people feel.
Y2	To recognise the role of the composer and understand how music is used to create different moods and effects.
Y3	Recognise how musical elements can be used together to compose music and begin to recognise and identify instruments being played giving personal preference to a piece.
Y4	Notice, compare and analyse the way sounds can be combined to create music; Continue to build awareness of the range of instruments and voices heard in a recorded or live performance.
Y5	Compare and analyse different kinds of music noting musical elements, features and styles and evaluate how they are used together for different intentions.
Y6	Analyse and compare musical features using appropriate musical vocabulary and justify how musical elements and styles can be used together to compose music.

Aspect:	Improvise and Compose
Nursery	Investigate a variety of ways to create sound with different materials.
Reception	Choose different instruments, including their voice to create sound effects in play and experiment performing songs and music together with body movements to a steady beat.
Y1	Investigate making sounds that are very different (loud and quiet, high and low etc.) and explore own ideas and change as desired.
Y2	Create short musical patterns, carefully ordering sounds in a beginning, middle and end.
Y3	Compose three note patterns and improvise repeated patterns (ostinato).
Y4	Create simple accompaniments for melodies and begin to compose simple tunes using a pentatonic scale (a scale with 5 notes).
Y5	Compose simple tunes using a pentatonic scale (a scale with 5 notes) and improvise melodic and rhythmic phases as part of a group performance recognising sounds can be layered to create effects.
Y6	Use a variety of different musical devices including melody and rhythms to compose their own musical tunes and patterns.

Aspect:	Musical Notation
Nursery	Use mark making to represent their own music.
Reception	Understand that music can be represented through notation and use mark making to represent their own music.
Y1	Use given symbols to record long and short sounds.
Y2	Use given and child-initiated symbols to record long and short sounds (graphic score and staff notation rhythm grids) and use these symbols to help in a performance.
Y3	Identify and read some simple rhythmic values in staff notation: crotchets, minims and semibreves.
Y4	Recognise some standard musical notation and explain their meaning.
Y5	Know and use standard musical notation (crotchet, minim and semibreve) and read the musical stave working out the notes, EGBDF and FACE.
Y6	Use of a variety of notation when performing and composing and quickly read notes identifying how many beats they represent.

Aspect:	History
Nursery	NA
Reception	NA
Y1	NA
Y2	NA
Y3	Describe the different purposes of music from specific points in history and other cultures.
Y4	Describe the different purposes of music from specific points in history and from other cultures; Express opinions about music from the past.
Y5	Explain how music of the past reflected the society of the time and analyse how music has changed over time.
Y6	Notice and explore how music reflects time, place and culture and express opinions on the different cultural meanings and purposes of music.

Curriculum Map Overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>			
<u>N</u>	Music is taught through continuous provision across Nursery					
<u>R</u>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<u>Y1</u>	Hey You!	Rhythm in the way we walk and Banana rap	In the groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
<u>Y2</u>	Singing; Improvising. <i>(Little Red Riding Hood; The Gruffalo)</i>	Notation – Graphic scores; Composing soundscapes; Playing instruments. <i>(Man on the Moon (Space); Nature – Outside, local environment)</i>	Singing; Playing instruments; <i>(The Owl Who was Afraid of the Dark)</i>	Notation – staff notation; Composing; Playing Instruments. <i>(The Lion King; Africa – Kenya)</i>	Composer Study - Tchaikovsky's 'Swan Lake' and 'The Nutcracker' <i>(The Tear Thief; Baba Yaga – Russian Folk Tale)</i>	Listening and Appraising; Singing; Playing Instruments. <i>(Seaside – past and present)</i>
<u>Y3</u>	Singing – controlling pitch.	Singing – Improving pitch and diction.	Music History, Listening and Analysis; Exploring music from other periods and cultures. (Introducing the Orchestra and W.A. Mozart)	Singing – Exploring texture (i.e. part songs)	Ukulele - Open strings and simple rhythms.	Ukulele – Playing simple 2-3 note melodies.
<u>Y4</u>	Ukulele –	Ukulele – Playing simple 2-3	Music History (comparing	Ukulele – Pentatonic scale	Ukulele – Introducing chords and strumming.	Ukulele – Singing and playing

	Open strings and simple rhythms.	note melodies. Reading simple staff notation.	two contrasting periods); Baroque (J.S. Bach) and Minimalism (Steve Reich)	and improvisation; reading pentatonic melodies from a stave.		simple songs with simple chords.
<u>Y5</u>	Livin' On A Prayer	Classroom Jazz 1	Make you Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
<u>Y6</u>	Happy	Classroom Jazz 2	A New Year Carol	New Unit (Preview)	You've Got a Friends	Reflect, Rewind and Replay

Key Subject Specific Vocabulary

Nursery	Voice, instrument, echo, perform, loud, quiet, fast, slow, long, short, high, low, beat
Reception	Speed, pitch, rhythm, notation, perform, loud, quiet, fast, slow, long, short, high, low, beat
Y1	Rhythm, pulse, pitch, expression, unison, composer, genre, performance, symbol, notation, Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Y2	Melody, improvise, effect, timbre, dynamic, pitch, composer, pattern, symbol, notation, rhythm, pulse Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.
Y3	Tune, melodic, rhythmic, control, pitch, diction, composer, musician, mood, rhythm, tempo, note, pattern, notation, crochets, minims, semibreves, ostinato Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.
Y4	Pitch, control, purpose, compose, combine, layer, tune, pentatonic scale, accompaniments, melody, notation, minim, crotchet, semibreve Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.
Y5	Pitch, texture, structure, timbre, dynamics, musical feature, musical style, intention, melodic, rhythmic, composition, pentatonic scale, layers, notation, minim, crotchet, semibreve, musical stave, compare, evaluate, contemporary culture Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.
Y6	Pitch, texture, structure, timbre, dynamics, musical feature, musical style, intention, melodic, harmony, rhythmic, composition, pentatonic scale, layers, notation, minim, crotchet, semibreve, musical stave, compare, evaluate, contemporary culture style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

EYFS & KS1 Music Progression of Skills

End of Year Report Statements

	Play and Perform	Listen and Appraise	Improvise and Compose	Musical Notation
Nursery	<ul style="list-style-type: none"> ➤ Sing echo songs and perform movements to a steady beat. ➤ Discover how to use the voice to create loud and soft sounds. ➤ Use their body to make sounds: loud/quiet, Fast/slow, Long/short, High/low. ➤ Discover how to use their voice by singing echo songs, perform movements to a steady beat and explore the different sounds instruments make. 	<ul style="list-style-type: none"> ➤ Identify a beat and join in. ➤ Explore the different sounds instruments make. ➤ Listen to different sounds (animal noise, water etc.) and respond with voice and movement. 	<ul style="list-style-type: none"> ➤ Investigate a variety of ways to create sound with different materials. 	<ul style="list-style-type: none"> ➤ Use mark making to represent their own music

	Play and Perform	Listen and Appraise	Improvise and Compose	Musical Notation
Reception	<ul style="list-style-type: none"> ➤ Explore singing at different speeds and pitch to create moods and feelings. ➤ Experiment performing songs and music together with body movements to a steady beat. ➤ Repeat and investigate simple beats and rhythms. ➤ Understand how to hold and play an instrument with care. ➤ Choose an instrument to create a specific sound. ➤ Play instruments to a steady beat. ➤ Use their voice to explore singing at different speeds and pitch and understand how to hold an instrument with care whilst playing to a steady beat. 	<ul style="list-style-type: none"> ➤ Express feelings in music by responding to different moods. ➤ Listen to music and respond by using hand and whole body movements. ➤ Listen to music and respond by using hand and whole body movements. 	<ul style="list-style-type: none"> ➤ Choose different instruments, including the voice, to create sound effects in play. ➤ Choose different instruments, including their voice to create sound effects in play and experiment performing songs and music together with body movements to a steady beat. 	<ul style="list-style-type: none"> ➤ Understand that music can be represented through notation and use mark making to represent their own music.

	Play and Perform	Listen and Appraise	Imagine and Compose	Musical Notation
Year 1	<ul style="list-style-type: none"> ➤ Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. ➤ Find out how to sing with expression, confidence and creativity to an audience. ➤ Use: high voice, middle voice, low voice. ➤ Sing in unison with a group. ➤ Play instruments showing an awareness of others. ➤ Understand how to play an instrument with care and attention. ➤ Perform to an audience and improve his/her performance by practising. ➤ Using instruments repeat and investigate simple beats and sing and perform with expression and creativity to an audience. 	<ul style="list-style-type: none"> ➤ Reflect on music and say how it makes people feel, act and move. ➤ Respond to different composers and discuss different genres of music. ➤ Identify the mood of a piece of music. ➤ Say what they like and do not like about other's performances. ➤ Respond to different composers and genres of music and reflect on how it makes people feel. 	<ul style="list-style-type: none"> ➤ Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). ➤ Explore own ideas and change as desired. ➤ Investigate making sounds that are very different (loud and quiet, high and low etc.) and explore own ideas and change as desired. 	<ul style="list-style-type: none"> ➤ Use given symbols to record long and short sounds. ➤ Use these symbols to help in a performance ➤ Use given symbols to record long and short sounds

	Play and Perform	Listen and Appraise	Improvise and Compose	Musical Notation
Year 2	<ul style="list-style-type: none"> ➤ Sing with a sense of the shape of a melody. ➤ To improvise in making sounds with the voice. ➤ Perform songs using creativity and expression and create dramatic effect. ➤ Sing in unison with a group. ➤ Perform to an audience and improve his/her performance by practising. ➤ Recognise changes in timbre, dynamic and pitch. ➤ Perform simple patterns and accompaniments keeping to a steady pulse. ➤ Understand how to control playing a musical instrument so that they sound, as they should. ➤ To sing with a sense of the shape of a melody and understand how to control playing a range of small percussion instruments so that they sound as they should. Play and perform songs with expression and confidence to an audience. 	<ul style="list-style-type: none"> ➤ Recognise and explore how sounds can be organised. ➤ Notice how music can be used to create different moods and effects and to communicate ideas. ➤ Sort composers in to different genres and instruments in to different types. ➤ Identify the mood of a piece of music. ➤ Say what they like and do not like about other's performances. ➤ To recognise the role of the composer and understand how music is used to create different moods and effects. 	<ul style="list-style-type: none"> ➤ Listen and understand how to improve own composition. ➤ Create short musical patterns, carefully ordering sounds in a beginning, middle and end. 	<ul style="list-style-type: none"> ➤ Choose carefully and order sounds in a beginning, middle and end. ➤ Create short musical patterns. ➤ Investigate long and short sounds ➤ Explore changes in pitch to communicate an idea. ➤ Use given symbols to record long and short sounds. ➤ Use these symbols to help in a performance ➤ Use given and child-initiated symbols to record long and short sounds (graphic score and staff notation rhythm grids) and use these symbols to help in a performance.

KS2 Music Progression of Skills

	Play and Perform	Listen and Appraise	Improvise and Compose	Musical Notation	Musical History
Year 3	<ul style="list-style-type: none"> ➤ Sing in tune. Perform simple melodic and rhythmic parts. ➤ Understand the importance of pronouncing the words in a song well. ➤ Start to show control in voice. ➤ Perform with confidence. ➤ Sing expressively in time to the beat and rhythm. ➤ Perform simple rhythmic and melodic patterns on an instrument to accompany a song. ➤ Perform given compositions/songs from memory. ➤ To continue to control playing a musical instrument. To sing with a greater awareness of pitch and with clear diction. 	<ul style="list-style-type: none"> ➤ Listen to different types of composers and musicians. ➤ Explain what they think a piece of music's purpose could be. ➤ Compare pieces, thinking about pitch, mood, rhythm and tempo. ➤ Evaluate others work, thinking about pitch, mood, rhythm and tempo. ➤ Recognise how musical elements can be used together to compose music and begin to recognise and identify instruments being played giving personal preference to a piece. 	<ul style="list-style-type: none"> ➤ Recognise how musical elements can be used together to compose music. ➤ Carefully choose sounds to achieve an effect. ➤ Compose three note patterns. ➤ Improvise repeated patterns (ostinato). ➤ Compose three note patterns and improvise repeated patterns (ostinato). 	<ul style="list-style-type: none"> ➤ Identify and read some simple rhythmic values in staff notation: crotchets, minims and semibreves. 	<ul style="list-style-type: none"> ➤ Describe the different purposes of music throughout history and in other cultures. ➤ Find similarities and differences in the work of a great composer/musician from history. ➤ Express their opinions about music from the past. ➤ Describe the different purposes of music from specific points in history and other cultures.

	Play and Perform	Listen and Appraise	Improvise and Compose	Musical Notation	Musical History
Year 4	<ul style="list-style-type: none"> ➤ Sing songs from memory with accurate pitch. ➤ Maintain a simple part within a group. ➤ Understand the importance of pronouncing the words in a song well. ➤ Show control in voice. ➤ Play notes on instruments with care so they sound clear. ➤ Perform with control and awareness of what others in the group are singing or playing. ➤ To play notes on instruments with care (so the notes sound clear) and show awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> ➤ To notice, analyse and explore the way sounds can be combined and used expressively. ➤ To comment on musicians use of technique to create effect. ➤ Explain what they think a piece of music's purpose could be. ➤ Evaluate others work, thinking about pitch, mood, rhythm and tempo. ➤ Compare music and express growing tastes in music. ➤ Notice, compare and analyse the way sounds can be combined to create music; Continue to build awareness of the range of instruments and voices heard in a recorded or live performance. 	<ul style="list-style-type: none"> ➤ Improvise repeated patterns growing in sophistication. ➤ Begin to compose music that combines several layers of sound. ➤ Create accompaniments for tunes. ➤ Carefully choose order, combine and control sounds with awareness of their combined effect. ➤ Compose simple tunes using a pentatonic scale (a scale with 5 notes). ➤ Create simple accompaniments for melodies and begin to compose simple tunes using a pentatonic scale (a scale with 5 notes). 	<ul style="list-style-type: none"> ➤ Use Staff and musical notation when composing work. ➤ Know how many beats in a minim, crotchet and semibreve and recognise their symbols. ➤ Know the symbol for a rest in music, and use silence for effect in my music ➤ Recognise some standard musical notation and explain their meaning. 	<ul style="list-style-type: none"> ➤ Find similarities and differences in the work of a great composer/musician from history. ➤ Express their opinions about music from the past. ➤ Describe the different purposes of music from specific points in history and from other cultures; Express opinions about music from the past.

	Play and Perform	Listen and Appraise	Improvise and Compose	Musical Notation	Musical History
Year 5	<ul style="list-style-type: none"> ➤ Whilst performing by ear and from notations, maintain their own parts with awareness of how the different parts fit together and the need to achieve an overall effect. ➤ Breathe well and pronounce words, change pitch and show control in singing. ➤ Perform songs with an awareness of the meaning of the words. ➤ Perform songs in a way that reflects their meaning and the occasion. ➤ Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). ➤ Sing expressively combining dynamics, tempo and pitch. ➤ Perform songs and play an accompaniment on an instrument with an awareness of the meaning of words and how different parts fit together to achieve an overall effect. 	<ul style="list-style-type: none"> ➤ Notice and explore how music reflects different intentions. ➤ Begin to explore reasons for composers' tempo choices. ➤ Compare pieces thinking about texture, structure, timbre and dynamics. ➤ Evaluate others work thinking about texture, structure, timbre and dynamics. ➤ Explain and evaluate how musical elements, features and styles can be used together to compose music. ➤ Compare and analyse different kinds of music noting musical elements, features and styles and evaluate how they are used together for different intentions. 	<ul style="list-style-type: none"> ➤ Improvise melodic and rhythmic phrases as part of a group performance. ➤ Perform their own compositions from memory. ➤ Compose melodic and rhythmic phrases. ➤ Reflect on his/her compositions dynamics, tempo and timbre. ➤ Compose simple tunes using a pentatonic scale (a scale with 5 notes) and improvise melodic and rhythmic phrases as part of a group performance recognising sounds can be layered to create effects. 	<ul style="list-style-type: none"> ➤ Know and use standard musical notation of crotchet, minim and semibreve. ➤ Indicate how many beats to play. ➤ Read the musical stave and can work out the notes, EGBDF and FACE. ➤ Draw a treble clef at the correct position on the stave. ➤ Know and use standard musical notation (crotchet, minim and semibreve) and read the musical stave working out the notes, EGBDF and FACE. 	<ul style="list-style-type: none"> ➤ Find similarities and differences between different historical composers and musicians. ➤ Understand the different cultural meanings and purposes of music, including contemporary culture. ➤ Explain how music has changed over time. ➤ Explain how the music of the past reflected the society of the time. ➤ Explain how music of the past reflected the society of the time and analyse how music has changed over time.

	Play and Perform	Listen and Appraise	Imagine and Compose	Musical Notation	Musical History
Year 6	<ul style="list-style-type: none"> ➤ Perform significant parts from memory and from notations with awareness of my own contribution. ➤ Sing or play from memory with confidence, expressively and in tune. ➤ Perform alone and in a group, displaying a variety of techniques. ➤ Take turns to lead a group. ➤ Sing a harmony part confidently and accurately. ➤ Sing expressively combining dynamics, tempo and pitch. ➤ Understand when to use varying volumes, pitch and expression in their voice to portray an idea or mood. ➤ Sing or play from memory with confidence, expression and in tune combining dynamics, tempo and pitch. 	<ul style="list-style-type: none"> ➤ Notice, comment on, compare and explore how music reflects different intentions ➤ Begin to explore reasons for composers' tempo choices. ➤ Compare pieces thinking about texture, structure, timbre and dynamics. ➤ Evaluate others work thinking about texture, structure, timbre and dynamics. ➤ Analyse and compare musical features choosing appropriate musical vocabulary. ➤ Analyse and compare musical features using appropriate musical vocabulary and justify how musical elements and styles can be used together to compose music. 	<ul style="list-style-type: none"> ➤ Refine and improve their own work. ➤ Improvise melodic and rhythmic material within given structures. ➤ Show thoughtfulness in selecting sounds and structures to convey an idea. ➤ Create their own musical patterns. ➤ Reflect on their compositions dynamics, tempo and timbre. ➤ Explain and evaluate how musical elements, features and styles can be used together to compose music. ➤ Use a variety of different musical devices including melody and rhythms to compose their own musical tunes and patterns. 	<ul style="list-style-type: none"> ➤ Quickly read notes and know how many beats they represent. ➤ Use of a variety of notation when performing and composing and quickly read notes identifying how many beats they represent. 	<ul style="list-style-type: none"> ➤ Notice and explore how music reflects time, place and culture. ➤ Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural ➤ Explain how music has changed over time. ➤ Explain how the music of the past reflected the society of the time. ➤ Notice and explore how music reflects time, place and culture and express opinions on the different cultural meanings and purposes of music.

Impact:

What will this look like?

By the time, children leave our school they will: Have a rapidly widened repertoire that they will be able to use to create original, imaginative, fluent and distinctive composing and performance works. This will be evident through;

- ✓ A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- ✓ Very good awareness and appreciation of different musical traditions and genres.
- ✓ An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- ✓ The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- ✓ A passion for and commitment to a diverse range of musical activities.

Assessment

Assessment of Learning will be monitored using the progression of skills and end of year report statements. A copy of the progression of skills for each key concept will be kept in the class teachers music folder along with teachers notes and judgements. Assessment should draw on a wide range of evidence, e.g. audio and video recordings and children's written work and compositions.

Once staff have identified which children are WTS or GD on the table below this will then classify those children who have achieved the expected standard for the year. From this percentages can be created for the children who are working at ARE and at GD in each aspect across the academy. This will then highlight any areas that need more development as well as those that the children have flourished in.

Progress in music will then be reported to parents at the end of the academic year in each child's School Report against the key aspects.