



Shinewater Primary School

Music

Swale Academies Trust

Swale
ACADEMIES
TRUST

Intent

Our vision for music in Shinewater is that we provide every child with a solid foundation in musical skills and that we seek to build every child's love of music through high quality musical experiences, both within and outside of school. Learning music develops all aspects of a child's learning; playing an instrument stimulates brain development while listening to music can offer huge benefits in terms of mental health and wellbeing. As pupils learn to play and appreciate music, they are offered a way to connect with others and are able to use, apply and develop skills from many other subjects including English, Maths, Science and History.

At Shinewater, we aim to provide every child with high quality Music lessons, enrichment activities and opportunities outside school. We endeavour to use musical opportunities to build the cultural capital of our pupils and to raise their aspirations as these tend to be limited in our school community. We intend that every child leaves Shinewater with an understanding and love of music that they can carry with them for the rest of their lives and with brighter prospects for their future.

I love singing assemblies because we can express ourselves. I really like singing the song 'Boom Chicka Boom' because we use our voices in different ways.



I like singing assemblies because we can get up and move. I enjoy singing in two and three parts but it can be tricky so I really have to concentrate!

I like learning to play the ukulele. I'd like to learn to play more instruments now – maybe I could learn the drums and we could make a band!



Implementation

I liked our Samba lessons this year because it was a real team effort. I played instruments I'd never played before and learnt about a different style of music.

I liked listening to the Beatles. We've learnt to sing 'Blackbird' and I really enjoy singing that song. Yellow Submarine is good too.

Putting on our performance was really good fun. We sang lots of different styles of songs and had to learn to put our emotions across to the audience.

I'm learning to play the violin at school. I wanted to learn to play because I saw Vanessa Mae play on the TV and I felt inspired to be like her. One day I'd like an electric violin just like hers!

My favourite song in choir is 'Video Killed the Radio Star' because it makes me smile when I sing it. Our singing teacher makes us laugh!

Music forms an important part of what makes Shinewater such a special place, supporting our pupils in developing their emotional wellbeing and confidence. The children come together weekly to sing, exploring songs from a wide range of cultures, historical periods, performers and styles including gospel, folk, rock and pop. They sing in parts and in a variety of languages, exploring lyrics, mood, meaning and impact as they do so.

In class music lessons, pupils in our Nursery and EYFS experiment with and explore sounds in many different ways such as playing instruments, singing songs, listening to sounds in the environment and creating sound effects for stories.

As the children move into Key Stage 1, they use singing as the basis for developing other musical skills. They continue to experiment and explore but also begin to improvise within song structures and are exposed to a wider variety of musical styles, which they discuss as musical vocabulary is introduced.

Implementation

Throughout Key Stage 2, our pupils begin to explore the history of music, listening to pieces from a range of musical periods and composers. Year 3 children all learn to play the ukulele in lessons taught by a specialist teacher from ESMS while our Year 5 pupils have two terms of Samba lessons during the year, again taught by a specialist teacher from ESMS. Pupils explore different sounds through composition and improvisation tasks, sing and perform, and look at different forms of notation. Throughout their time at Shinewater, pupils also experience live music in different ways. We have good links with our local secondary schools and are building links with local universities and colleges, which enables our children to experience live performances in different locations. Our pupils are given many opportunities to perform throughout their time at Shinewater.

The Music subject leader works closely alongside subject leaders for other Arts subjects as we work towards earning our ArtsMark. This includes working together on projects such as 'Arts Week' where the pupils are immersed in artistic activities relating to a specific theme, time or place. This provides the children with a deeper understanding of the Arts as a whole and broadens their experience and understanding of the world, thereby building cultural capital for all of our pupils. It is important at Shinewater that we raise aspirations for our pupils and this is one way in which we achieve this in Music and the Arts.



I have really enjoyed choir because it is lots of fun and I like singing. My favourite song to sing is 'Video Killed the Radio Star' and I know it off by heart.

I had fun with my friends in Swale Choir and I felt very grown up working with a secondary school teacher. I was nervous about performing at first but once we had started, I really enjoyed it.

The theme for the Scholars Programme was 'Dreams and Aspirations'. It helped me to think about my future and built my confidence too.

Enrichment Activities

Swale Choir was an amazing experience. I learnt new songs and met lots of new people. I was scared about performing at first but I was really proud of myself once I'd done it.

Taking part in the Performing Arts Scholars Programme was lots of fun. We created our own performances based on each other's ideas.

I'm learning to play the piano. I like learning on my own because my teacher helps me to feel more confident. I'm moving on to Secondary School in September and I'll definitely carry on there.



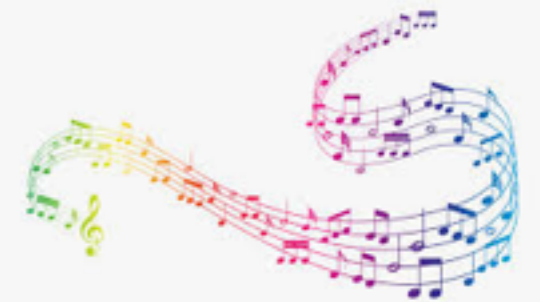
Our school has a growing school choir, which rehearses each week. They learn songs from a variety of styles and traditions and enjoy opportunities to perform to different audiences in different places.

Pupils in Upper Key Stage 2 have the opportunity to participate in Swale Choir. Led by The Causeway School, pupils from each of our Eastbourne Swale schools all learn the same songs as separate choirs and then come together to put on Swale Choir performances. The Causeway School also hosts a Performing Arts Scholars programme that combines Music, Dance and Drama for some of our most able pupils in Upper Key Stage 2. Both of these programmes support us in developing links with the school and provide important transition opportunities for our pupils. Children are selected for these experiences based on their talents and interests. Priority is given to pupils in receipt of Pupil Premium funding.

We provide opportunities for pupils to learn instruments in small groups and individually through ESMS. Currently, we have pupils learning guitar, violin and piano. In addition to this, children learn ukulele in Year 3 and samba drumming in Year 5, again provided by ESMS.

Each pupil has an individual login to YUMU on Charanga. This enables pupils and their families to access musical activities online outside of school. Teachers are able to direct pupils to this site for home learning activities too.

Impact



The impact of our Music curriculum can be seen in the performances that the children share with our school community. Where possible, these are live performances in front of an audience of friends and family members and other pupils from our school. These performances are recorded and saved for analysis by the Music subject leader who ensures that the work produced is broadly in line with the expected attainment of the year group. The Music subject leader also carries out lesson observations and combines evidence from these with performance videos and also teacher feedback in order to identify pupils with particular skill and/or interest in musical activities so that these can be nurtured and further developed appropriately.

Although we work hard to ensure progression of skills throughout lessons, year groups and Key Stages, we ask that teachers focus on the impact that Music learning has on the pupils' social and emotional wellbeing and the development of their cultural capital. This is achieved through our ongoing assessment of our pupils as learners, their ability to work collaboratively and independently, their perseverance and resilience. The impact of this is seen in all areas of learning and in all areas of school life.



National Curriculum Coverage

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>ELG 16: Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>ELG 17: Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
1	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
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National Curriculum Coverage

	related dimensions of music.		related dimensions of music.	related dimensions of music.	related dimensions of music.	related dimensions of music.
3	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>
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National Curriculum Coverage

	Use and understand staff and other musical notations					
5	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>
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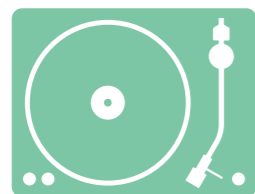
Whole School Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Charanga Unit 1 'Me'	Singing (Preparation for Christmas performances)	Charanga Unit 3 'Everyone'	Charanga Unit 4 'Our World'	Charanga Unit 5 'Big Bear Funk'	Charanga Unit 6 'Reflect, Rewind, Replay'
Year 1	Charanga Unit 1 'Hey You!'	Singing (Preparation for Christmas performances)	Charanga Unit 3 'In The Groove'	Charanga Unit 4 'Round And Round'	Charanga Unit 5 'Your Imagination'	Charanga Unit 6 'Reflect, Rewind, Replay'
Year 2	Charanga Unit 1 'Hands, Feet, Heart'	Singing (Preparation for Christmas performances)	Charanga Unit 3 'I Wanna Play In A Band'	Charanga Unit 4 'Zootime'	Charanga Unit 5 'Friendship Song'	Charanga Unit 6 'Reflect, Rewind, Replay'
Year 3	Ukulele	Ukulele Singing (Preparation for Christmas performances)	Ukulele	Ukulele	Ukulele Exploring the History of Music	Ukulele
Year 4	Earthquake Soundscape	Singing (Preparation for Christmas performances)	Music in the Roman Times	Exploring the History of Music	The Sound of Science	'Sussex By The Sea' Song Composition
Year 5	Space Soundscape	Singing (Preparation for Christmas performances)	Samba Band	Samba Band	Exploring the History of Music	'STOMP' Composition Project
Year 6	Music in Wartime	Singing (Preparation for Christmas performances)	Exploring the History of Music	Music in Modern Culture	Singing (Preparation for Summer performance)	Singing (Preparation for Summer performance)



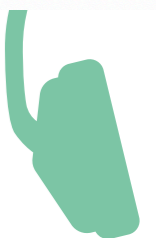
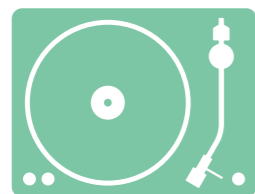
Progression of Skills

		Year 1 and 2	Year 3 and 4	Year 5 and 6
P e r f o r m a n c e - S i n g i n g	National Curriculum Programme of Study	Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Pupils should be taught to: <ul style="list-style-type: none"> Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	
	Vocal Expression	Use voices to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect	Use voices to create and control sounds	Create different vocal effects for different purposes
	Chants and Rhymes	Chant words expressively using known songs and rhymes Keep a steady pulse whilst singing and chanting	Keep time with a steady pulse Develop correct posture for singing/playing Play singing and clapping games Sing songs in unison and simple two-part songs including rounds	Sing songs in unison and with up to three parts, maintaining their own part Sing songs written in different metres and find and tap the pulse
	Pitching	Use tonic sol-fa notes of mi, sol and la to explore pitch Play games that use the voice in different ways (e.g. sliding)	Sing in tune in groups and alone Sing songs with a limited range of approximately one octave	Sing with control of pitch over a range of at least one octave
	Singing	Sing whilst maintaining a steady beat Sing songs at different speeds Explore different ways of singing the same songs Sing expressively within a limited pitch of approximately a dominant 5 th Play singing games which provide opportunities for short solo sections Develop a sense of phrasing Recognise and demonstrate good singing posture	Sing with expression Sing and play confidently and with fluency Make improvements to a singing performance by rehearsing together Use graphic notation to illustrate the shape of a melody Sing in two parts including simple harmonies and rounds	Sing and play with increased control, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression Control breathing, posture and sound projection Recognise structures within songs they sing Sing in two and three parts including simple harmonies and rounds Use graphic and other notation to develop a deeper understanding of the shape and form of the melody



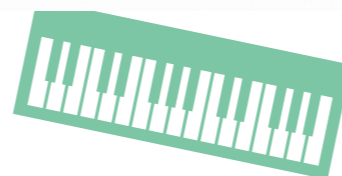
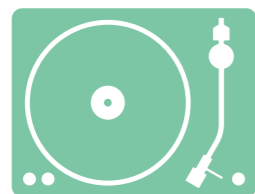
Progression of Skills

		Year 1 and 2	Year 3 and 4	Year 5 and 6
P e r f o r m a n c e - P l a y i n g	National Curriculum Programme of Study	Pupils should be taught to: <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically 	Pupils should be taught to: <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 	
	Identify instruments and sound effects	Describe, name and group a variety of instruments Play instruments and body percussion in different ways to create sound effects and follow directions to 'perform' a story together	Create and control sounds on instruments Select instruments and create sounds to describe visual images	
	Control	Handle and play a variety of instruments with control Sing songs that they know well whilst keeping the pulse Add instruments that play on the beat and those that copy the rhythm of the melody or lyrics Contribute ideas and control sounds as part of a class composition and performance	Keep in time with a steady pulse when playing instruments Perform repeated patterns to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect Subdivide the pulse keeping a steady beat e.g. counting in 4s and play on crochet and minim beats	Play instruments with control and rhythmic accuracy Perform a particular cyclic pattern Perform rounds confidently using voices and instruments and have an awareness of other parts when playing an independent part Demonstrate awareness of own contribution through leading others, taking a solo and/or providing rhythmic support Subdivide the pulse keeping a steady beat and play one part where different parts are playing crochets, minims and semi-breves
	Notation	Follow a conductor and be the conductor, responding to a range of gestures including start/stop, slow/fast, loud/quiet Play together using symbols as a support Talk about and devise signs, gestures and symbols to represent high/low, slow/fast, long/short, and perform in response to these	Play new pieces by ear and from simple notation Create graphic scores of increasing complexity Follow a conductor and be the conductor in music that combines more than one part (Year 3 children learn to play the ukulele with a specialist teacher and therefore learn simple notation for this)	Perform significant parts from memory and from notations Create clear and complex graphic scores Follow a conductor and be the conductor in music that combines two or more parts
	Evaluating	Evaluate the music that they produce and that which they hear, discussing what was good and suggesting how it might be improved	Suggest and make improvements to their work and that of others, commenting on the intended effect and how to achieve it Contribute to a class performance Rehearse together Suggest ideas and preparations for performances	Rehearse with others and help to achieve a high-quality performance demonstrating awareness of the audience Refine and improve their own and others' work in relation to the intended effect Perform with awareness of audience, venue and occasion



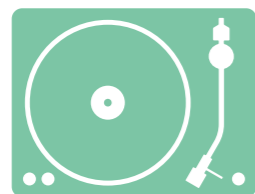
Progression of Skills

		Year 1 and 2	Year 3 and 4	Year 5 and 6
I m p r o v i s i n g a n d E x p e r i m e n t i n g	National Curriculum Programme of Study	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory 	
	Explore and Make Sounds	<p>Explore the different sounds that can be made using body percussion</p> <p>Make sounds effects to describe words</p> <p>Suggest which instruments would make a particular sound</p> <p>Select sounds and sound sources carefully in response to a stimulus</p> <p>Make own short sequences of sounds using symbols as a support</p> <p>Make sounds and recognise how they can communicate ideas</p> <p>Create sound pictures by choosing instruments and body percussion sounds appropriately and putting them into a coherent order</p>	<p>Recognise and explore the ways sounds can be combined and used expressively</p> <p>Identify how songs are structured and accompanied</p> <p>Express song meanings and lyrics using voice and/or instruments</p> <p>Identify and control different ways instruments make sounds</p>	<p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Explore different textures of un-tuned sounds</p> <p>Explore the relationships between sounds</p> <p>Explore different combinations of vocal sounds</p>
	Control and Change Sounds	<p>Identify and experiment with how sounds can be changed</p> <p>Explore concepts of tempo (slow/fast), pitch (high/low) and dynamics (loud/quiet)</p> <p>Experiment with different timbres</p>	<p>Explore repeated patterns in music</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect</p>	<p>Devise more complex rhythmic patterns using semi-breves, minims, crochets, quavers, semi-quavers and rests</p> <p>Improvise rhythmic patterns over a steady pulse with confidence</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</p>
	Create Rhythms and Melodies	<p>Begin to internalise and create rhythmic patterns</p> <p>Use words and phrases to create rhythmic patterns</p> <p>Use voices to provide sound effects</p> <p>Create long and short sounds on instruments</p> <p>Begin to find and play by ear, phrases of well-known songs on tuned instruments</p> <p>Make up three note tunes independently using tonic sol-fa notes of mi, sol and la</p>	<p>Improvise and devise melodic phrases using pentatonic scales</p>	<p>Recognise combinations of pitched sounds and describe concords and discords</p> <p>Improvise and develop rhythmic and melodic material within given structures</p>



Progression of Skills

	Year 1 and 2	Year 3 and 4	Year 5 and 6
National Curriculum Programme of Study		Pupils should be taught to: <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notation 	
Composing		Combine sounds to create textures Create sequences of sound using musical structures which express ideas or moods Compose sequences using notated rhythms Join sequences together to create structures of rhythmic patterns Select and sequence pitches from a pentatonic scale to create melodic phrases Add words to melodic phrases to create class songs Compose music in whole classes, small groups and pairs Explore, choose, combine, organise and record musical ideas within musical structures Use graphic scores to notate compositions Look at music and follow each part (Year 3 children learn to play the ukulele with a specialist teacher and therefore learn simple notation for this)	Create textures by combining sounds Compose music to describe images and events Create music that describes two contrasting moods Internalise sounds, then select combine and exploit a range of different sounds to compose a sound-scape Develop more complex ideas, devising rhythmic, melodic and harmonic accompaniments Apply knowledge of musical elements and how they can be combined and organised to effectively communicate different moods and effects Compose music for different occasions using appropriate music features and devices Use a range of standard and non-standard notation to record compositions Develop some awareness of the difference between major and minor scales Show an understanding of how music is produced in different ways and described through relevant established and invented notation



Progression of Skills

		Year 1 and 2	Year 3 and 4	Year 5 and 6
L i s t e n i n g , D e v e l o p i n g K n o w l e d g e a n d U n d e r s t a n d i n g	National Curriculum Programme of Study	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music 	
	Listening	<p>Listen to short excerpts of music from a variety of styles, genres and traditions including those which describe</p> <p>Describe the images that the music they hear suggests to them</p> <p>Identify features including loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects</p> <p>Identify a variety of instruments that can be heard and describe sounds</p> <p>Identify and keep the pulse of different pieces of music</p> <p>Listen to different sounds in the environment</p> <p>Recall short sequences and patterns of sound</p> <p>Sing familiar songs and identify and tap the rhythm of the words</p> <p>Sing back melodic phrases of known songs which include both long and short sounds</p>	<p>Listen with attention to detail and internalise and recall sounds with increasing aural memory</p> <p>Learn new songs quickly and sing from memory</p> <p>Identify rhythmic patterns, instruments and repetitions of sounds and patterns</p> <p>Internalise short melodies and begin to play these on pitched instruments</p> <p>Analyse and compare different timbres including instrumental, vocal, environmental/natural and synthesised</p> <p>Explain how sounds can create different intended effects</p> <p>Recognise how the different musical elements are combined and used expressively</p>	<p>Identify musical features including scale, arpeggio, canon, drone, dynamics, ostinato and timbre</p> <p>Analyse and comment of the effectiveness of how sounds, images and lyrics are used to create different moods</p> <p>Recognise different tempi</p> <p>Identify different metres, counting and feeling the pulse on the strong beat</p> <p>Describe the effect of different combinations of pitched notes using the terms tense (discord) and relaxed (concord)</p> <p>Appraise own work by comparing and contrasting it with the work of others</p> <p>Improve performance through listening, internalising and analysing</p>
	Knowledge and Understanding	<p>Recall and perform rhythmic patterns to a steady beat and use instruments to copy back 4-beat rhythmic patterns</p> <p>Develop an understanding of high/middle/low pitches, play these on pitched instruments and use hand signals</p> <p>Illustrate stories or nursery rhymes by playing high/middle/low sounds at appropriate times</p> <p>Use movement and dance to reinforce the enjoyment of music and sense of pulse</p> <p>Respond to long and short sounds through matching movements</p> <p>Talk about high and low sounds in the environment and everyday life and imitate them with voices</p> <p>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving justifications of reasons for response</p>	<p>Identify descriptive features in art and music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Evaluate how venue, occasion and purpose affects the way music is created, performed and heard</p> <p>Describe, compare and evaluate different kinds of music using appropriate musical vocabulary</p> <p>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composer and musicians</p>	<p>Listen with concentrations and some engagement to longer pieces of instrumental and vocal music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Identify how music reflects different intentions, time and place</p> <p>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard</p> <p>Identify and explore musical devices</p> <p>Describe, compare and evaluate different kinds of music using appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics</p> <p>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>