



## **Music**

### **Level Expected at the End of EYFS**

We have selected the Early Learning Goals that link most closely to the music National Curriculum.

#### **Expressive Arts and Design (Being Imaginative and Expressive)**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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 music.

### **Key Stage 1 National Curriculum Expectations**

Pupils should be taught about:

- 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 Expectations**

Pupils should be taught 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.

Pupils should be taught about:

- 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



Year	Controlling sounds through singing and playing (performing)	Creating and developing musical ideas (composing)	Responding and reviewing (appraising)	Listening and applying knowledge and understanding (Listening)
1	<p>Take part in singing (Treasure Island) (A Day in the Life)</p> <p>Follow instructions on how and when to sing/play an instrument. (Treasure Island) (A Day in the Life)</p> <p>Take notice of others when performing. (Treasure Island) (A Day in the Life)</p> <p>Make and control long and short sounds (duration). Imitate changes in pitch– high and low. (Treasure Island) (A Day in the Life)</p>	<p>Make a sequence of long and short sounds with help (duration). (Treasure Island) (A Day in the Life) (Circus is Coming to Town)</p> <p>Clap longer rhythms with help. (Treasure Island) (A Day in the Life)</p> <p>Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). (Treasure Island) (A Day in the Life) (Circus is Coming to Town)</p>	<p>Hear the pulse in music. (A Day in the Life) (Circus is Coming to Town)</p> <p>Hear different moods in music. (A Day in the Life) (Circus is Coming to Town)</p> <p>Identify texture– one sound or several sounds? (A Day in the Life) (Circus is Coming to Town)</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). (A Day in the Life) (Circus is Coming to Town)</p>	<p>Listen for different types of sounds. (A Day in the Life) (Circus is Coming to Town)</p> <p>Know how sounds are made and changed. (Treasure Island) (A Day in the Life) (Circus is Coming to Town)</p> <p>Make sounds with a slight difference, with help. (Treasure Island) (A Day in the Life) (Circus is Coming to Town)</p> <p>Use voice in different ways to create different effects. (Treasure Island) (A Day in the Life)</p>
2	<p>Sing songs in ensemble following the tune (melody) well. (From A to B)</p> <p>Use voice to good effect understanding the importance of warming up first. (From A to B)</p> <p>Perform in ensemble with instructions from the leader. (From A to B)</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT). (From A to B) (People of the Past)</p> <p>Order sounds to create an effect (structure- beginnings/endings). (From A to B) (People of the Past)</p> <p>Create short musical patterns. (From A to B) (People of the Past)</p>	<p>Identify the pulse in music. (From A to B) (People of the Past)</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). (From A to B) (People of the Past)</p> <p>Start to recognise different</p>	<p>Listen carefully and recall short rhythmic and melodic patterns. (From A to B) (People of the Past)</p> <p>Use changes in dynamics, timbre and pitch to organise music. (From A to B) (People of the Past)</p> <p>Change sounds to suit a situation. (From A to B) (People of the Past)</p>



	<p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). (From A to B)</p>	<p>Create sequences of long and short sounds- rhythmic patterns (duration). (From A to B) (People of the Past)</p> <p>Control playing instruments so they sound as they should. (From A to B) (People of the Past)</p> <p>Use pitch changes to communicate an idea. (From A to B) (People of the Past)</p> <p>Start to compose with two or three notes. (From A to B) (People of the Past)</p>	<p>instruments. (From A to B) (People of the Past)</p>	<p>Make own sounds and symbols to make and record music. (From A to B) (People of the Past)</p> <p>Start to look at basic formal notation- play by ear first. (From A to B) (People of the Past)</p> <p>Know music can be played or listened to for a variety of purposes (in history/ different cultures). (From A to B) (People of the Past)</p>
3	<p>Sing songs from memory with accurate pitch and in tune. (Fashion – Spring term)</p> <p>Show control in voice and pronounce the words in a song clearly (diction). (Fashion – Spring term)</p> <p>Maintain a simple part within an ensemble. (Fashion – Spring term)</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Compose and perform melodies using two or three notes. (Fashion – Spring term) (Island Life- Summer 1)</p> <p>Use sound to create abstract effects (including using ICT). (Fashion – Spring term) (Island Life- Summer 1)</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments. (Fashion – Spring term) (Island Life- Summer 1)</p>	<p>Internalise the pulse in music. (Fashion – Spring term)</p> <p>Know the difference between pulse and rhythm. (Fashion – Spring term)</p> <p>Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. (Fashion – Spring term)</p> <p>Use these words to identify where music works well/ needs improving. (Fashion – Spring term)</p>	<p>Use musical dimensions together to compose music. (Fashion – Spring term)</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). (Fashion – Spring term)</p> <p>Play with a sound-then-symbol approach. (Fashion – Spring term)</p> <p>Use silence for effect and know symbol for a rest (duration). (Fashion – Spring term)</p> <p>Describe different purposes of</p>



	(Fashion – Spring term)	Effectively choose, order, combine and control sounds (texture/ structure). (Fashion – Spring term) (Island Life- Summer 1)		music in history/ other cultures. (Fashion – Spring term)
4	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics. (Temples Tombs and Treasures – Autumn term)</p> <p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). (Temples Tombs and Treasures – Autumn term)</p> <p>Perform with control and awareness of what others are singing/ playing. (Temples Tombs and Treasures – Autumn term)</p> <p>Improvise within a group using more than 2 notes. (Temples Tombs and Treasures – Autumn term)</p>	<p>Compose and perform melodies using three or four notes. (Temples Tombs and Treasures – Autumn term)</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT). (Temples Tombs and Treasures – Autumn term)</p> <p>Create accompaniments for tunes using drones or melodic ostinati (riffs). (Temples Tombs and Treasures – Autumn term)</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music. (All Aboard- Summer term)</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings. (All Aboard- Summer term)</p> <p>Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. (All Aboard- Summer term)</p> <p>Identify orchestral family timbres. (All Aboard- Summer term)</p> <p>Identify cyclic patterns. (All Aboard- Summer term)</p>	<p>Combine sounds expressively (all dimensions). (Temples Tombs and Treasures – Autumn term)</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). (All Aboard- Summer term)</p> <p>Know that sense of occasion affects performance. (Temples Tombs and Treasures – Autumn term)</p> <p>Describe different purposes of music in history/ other cultures. (All Aboard- Summer term)</p>



<p>5</p>	<p>Show control, phrasing and expression in singing. <i>(The Great, the Bold and the Brave- Autumn Term)</i> (AD 900- Summer Term)</p> <p>Hold part in a round (pitch/structure). <i>(The Great, the Bold and the Brave- Autumn Term)</i></p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. <i>(The Great, the Bold and the Brave- Autumn Term)</i> (AD 900- Summer Term)</p> <p>Improvise on own with increasing aural memory. <i>(The Great, the Bold and the Brave- Autumn Term)</i> (AD 900- Summer Term)</p>	<p>Compose and perform melodies using four or five notes. <i>(The Great, the Bold and the Brave- Autumn Term)</i></p> <p>Use a variety of different musical devices including melody, rhythms and chords. <i>(The Great, the Bold and the Brave- Autumn Term)</i></p> <p>Record own compositions. <i>(The Great, the Bold and the Brave- Autumn Term)</i> (AD 900- Summer Term)</p> <p>Create own songs (raps- structure). <i>(The Great, the Bold and the Brave- Autumn Term)</i> (Earth as an Island- Spring term)</p> <p>Identify where to place emphasis and accents in a song to create effects (duration). <i>(The Great, the Bold and the Brave- Autumn Term)</i></p>	<p>Know how pulse, rhythm and pitch fit together. <i>(Earth as an Island- Spring term)</i></p> <p>Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). <i>(The Great, the Bold and the Brave- Autumn Term)</i> (Earth as an Island- Spring term)</p> <p>Use these words to identify strengths and weaknesses in own and others' music. <i>(Earth as an Island- Spring term)</i></p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). <i>(The Great, the Bold and the Brave- Autumn Term)</i> (AD 900- Summer Term)</p> <p>Read/ work out the musical staff (notes as Year 4). <i>(The Great, the Bold and the Brave- Autumn Term)</i> (AD 900- Summer Term)</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. <i>(The Great, the Bold and the Brave- Autumn Term)</i></p> <p>Describe different purposes of music in history/ other cultures. <i>(Earth as an Island- Spring term)</i></p>
<p>6</p>	<p>Sing or play from memory with confidence. <i>(What Price Progress?-Autumn Term)</i></p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony/ play accurately with awareness of</p>	<p>Compose and perform melodies using five or more notes. <i>(What Price Progress?-Autumn Term)</i></p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. <i>(What Price Progress?-Autumn Term)</i></p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music. <i>(What Price Progress?-Autumn Term)</i> <i>(The Story of English- Spring Term)</i></p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them. <i>(The Story of English- Spring Term)</i></p>



	<p>what others are playing. (What Price Progress?-Autumn Term) (The Story of English-Spring Term)</p> <p>Play more complex instrumental parts. (What Price Progress?-Autumn Term)</p> <p>Improvise using 5 notes of the pentatonic scale. (The Story of English-Spring Term)</p>	<p>Term) (The Story of English-Spring Term)</p> <p>Create music reflecting given intentions and record using standard notation. (What Price Progress?-Autumn Term)</p> <p>Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). (What Price Progress?-Autumn Term) (The Story of English-Spring Term)</p>	<p>Use musical vocabulary confidently to describe music. (What Price Progress?-Autumn Term)</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. (What Price Progress?-Autumn Term)</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. (The Story of English-Spring Term)</p> <p>Refine and improve own/ others' work. (The Story of English-Spring Term)</p>	<p>Know and use standard musical notation to perform and record own music (adding dotted quavers). (What Price Progress?-Autumn Term)</p> <p>Use different venues and occasions to vary performances. (Combining all musical dimensions). (The Story of English-Spring Term)</p> <p>Describe different purposes of music in history/ other cultures. (The Story of English-Spring Term)</p>
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### **Intent**

Our carefully selected IPC units of works ensures that children have a varied, progressive and well-mapped-out music curriculum that provides the opportunity for progression across the full breadth of the music national curriculum for KS1 and KS2. IPC units of study offer a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum It is our intention for music to be an enjoyable experience for pupils and teachers sciences. Through our IPC units of work, we intend for children to have the opportunity to learn through a range of musical experiences, building their confidence at the same time. As children progress through the year groups, they build on their understanding of rhythm and pitch and learn how music is structured, they experience listening to music from different cultures and eras as well as learning technical vocabulary for these elements,. Our aim is that children learn and retain the important, useful musical vocabulary - the development of this is shown through our musical vocabulary progression document. As children’s confidence builds, they enjoy the performance aspect of music.



### **Implementation**

Music is taught across the curriculum as part of our IPC units of work. The progression of skills , knowledge and understanding are developed through the year groups and scientific enquiry skills are of key importance within lessons. The progression of these skills is set out in this progression of skills document and the progression of key musical vocabulary is set out in the music vocabulary progression document. In accordance with the progression documents, musical knowledge, skills and understanding are developed with increasing depth and challenge as children move through the year groups. Interwoven into the teaching sequence are opportunities for assessment rubrics (aimed at targeting next steps in learning). These allow teachers to assess children's levels of understanding at various points in the unit being studied. They also enable opportunities to recap concepts where necessary. The sequence of lessons helps to embed musical knowledge, skills and understanding with each lesson building on previous learning - The diagram to the right demonstrates our approach to teaching each unit and throughout this process and there also the opportunity to regularly review and evaluate children's understanding. Our IPC units of work include adult guidance to ensure that teachers are equipped with secure musical subject knowledge, enabling them to deliver high-quality teaching and learning opportunities

A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.



### **Impact**

The use of our IPC assessment rubrics ensures opportunities are built into each unit for ongoing assessment. Attainment and progress can be measured across the school using our end of year summative assessments and end of year subject reviews that will inform the following year’s action plan. The impact of teaching music will be seen across the school with an increase in the profile of music. The learning environment across the school will be more consistent with musical vocabulary displayed, spoken and used by all learners.

Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.