

Intent



Music Intent

At Ditton Lodge our vision statement is that 'Together we succeed as lifelong learners'. This is carried throughout every area of the curriculum including Music.

Our values are that children LEARN (Listen, Enjoy & take risks, Aim high & achieve, Respect and Never give up) these values will be demonstrated by students within each lesson.

Students will perform, listen and compose through singing, playing tuned and untuned percussion instruments and be exposed to music from different times and cultures, developing their knowledge of famous pieces of music and musicians. Children will become confident and proficient in their music making, working collaboratively to produce mini performances.

Music

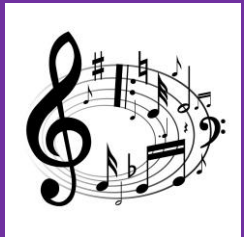


Aims

The aims of the Syllabus are for students:

- to develop knowledge and understanding of musical vocabulary;
- to listen to a range of high-quality live & recorded music;
- to listen with attention to detail and recall sounds with increasing aural memory;
- to create sounds and music using the interrelated dimensions of music;
- to perform using voices, tuned and untuned percussion to an audience.





Music



Why is Music important?

“Music is the universal language of mankind.”

— **Henry Wadsworth Longfellow**

Music offers all students the chance to express themselves and to develop creativity. It enhances the memory and promotes mental well-being. It brings people together and encourages mutual respect and listening skills.



Content and Sequence



EYFS

Music is taught through a series of mini cross-curricular topics in line with the Early Learning Goals.

Key Stage One

Music is taught weekly for 30 minutes in one half-term and then for an hour the next half-term.

Key Stage Two

Music is taught weekly for 30 minutes in one half-term and then for an hour the next half-term.



Content and Sequence



We have put in place a music curriculum overview which ensures coherence and progression in both knowledge and skills development across all year groups.

Immersion in music allows for expertise and depth of understanding. It allows for an efficient use of resources and greater cooperation between staff. We have planned the yearly overview to deliberately interleave opportunities to revisit and retrieve key knowledge, skills and vocabulary already taught as we believe that the process of retrieving information and practising skills helps them to become consolidated. The study of music is well organised and coherent, allowing implementation of teaching using Knowledge Organisers, Vital Vocabulary banks, Knowledge Strips and quizzes. The acquisition of knowledge is underpinned by the implementation of a variety of teaching methods intended to help children retain their learning.

Curriculum Map



Implementation

| | Autumn | Spring | Summer 1 |
|-----------|---|--|--|
| Reception | Participate in singing and chanting activities Experiment with musical instruments | Participate in singing and chanting activities | Respond to music with increasingly complex movements Participate in singing and chanting activities |

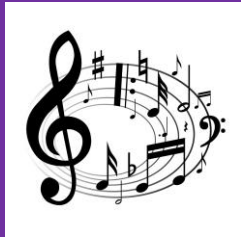
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------|--|--|---|---|---|---|
| YEAR 1 | Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6 | Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6 | Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6 | Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6 | Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6 | Explore Sound and Create a Story How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6 |
| YEAR 2 | Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6 | Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6 | Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6 | Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6 | Music that Makes You Dance How Does Music Make Us Happy? 1 2 3 4 5 6 | Exploring Improvisation How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6 |



Curriculum Map



Implementation



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------|--|--|--|---|---|--|
| YEAR 3 | Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6 | Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6 | Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6 | Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6 | Learning More about Musical Styles How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6 | Recognising Different Sounds How Does Music Connect Us With Our Planet? 1 2 3 4 5 6 |
| YEAR 4 | Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6 | Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6 | Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6 | Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6 | Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6 | Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? 1 2 3 4 5 6 |
| YEAR 5 | Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6 | Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6 | Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6 | Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6 | Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6 | Identifying Important Musical Elements How Does Music Connect Us With the Environment? 1 2 3 4 5 6 |
| YEAR 6 | Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6 | Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6 | Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6 | Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6 | Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6 | Respecting Each Other through Composition How Does Music Connect Us With the Environment? 1 2 3 4 5 6 |



Numeracy & Literacy in Music

Music has a strong link with poetry, as well as opportunities for vocabulary development when learning about places and people from different times and cultures. Technical vocabulary is taught in every unit with key words being displayed and learned.

During Music, students will be counting how many beats in a bar and relating technical vocabulary to fraction knowledge.

Retrieval Practice

Students will be revisiting their musical knowledge throughout their time at Ditton Lodge. What they are learning builds as they transition from Key Stage 1 to Key Stage 2. Through both quizzing and key questions, students will have the opportunity to revisit and revise what they have learned.



Intent



Cross Curricular Links



Year 1

Topics include:

- Counting
- Days of the week
- Parts of the body
- Counting backwards from 10
- Animals from around the world
- Insects
- Our planets
- PSHE
- Stories
- Shapes

Year 4

Topics include:

- Friends and people we meet
- How people and children used to live
- Connecting with the past
- Music from different cultures
- Music and dancing
- Music and freedom

Year 2

Topics include:

- The importance of communication
- Working and playing together
- Stories
- Caring about other people
- Music from different parts of the world
- Playing in a band together
- Nature: the sun
- Identity and accepting one another

Year 5

Topics include:

- School
- Heroes
- The solar system
- Space
- Freedom

Year 3

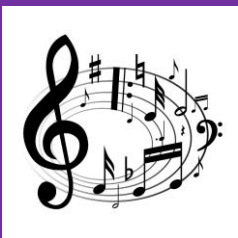
Topics include:

- Your place in your family
- Making friends and understanding each other
- Using your imagination
- Life in different countries
- The way people lived
- Families
- Nature, the environment
- Connections with the past

Year 6

Topics include:

- Understanding feelings
- Friendship, kindness and respect
- Standing up for democracy and eliminating oppression
- Knowing our cultural roots
- Engaging to protect and care for our planet earth: ecosystems, recycling, etc



Progress



Progression Of Knowledge and Skills Years 1 - 6 charanga®

Musicianship: Understanding Music

Year 1

Use body percussion, instruments and voices.

In the key centres of: C major, F major, G major and A minor.

Find and keep a steady beat together.

Understand the difference between creating a rhythm pattern and a pitch pattern.

Copy back simple rhythmic patterns using long and short.

Copy back simple melodic patterns using high and low.

Complete vocal warm-ups with a copy back option to use Solfa.

Year 2

Use body percussion, instruments and voices.

In the key centres of: C major, G major and A minor.

Find and keep a steady beat.

Copy back simple rhythmic patterns using long and short.

Copy back simple melodic patterns using high and low.

Complete vocal warm-ups with a copy back option to use Solfa.

Sing short phrases independently.

Year 3

Use body percussion, instruments and voices.

In the key centres of: C major, F major, G major and A minor.

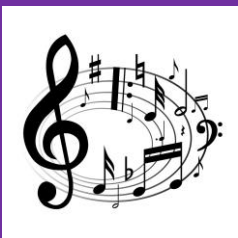
In the time signatures of: 2/4, 3/4 and 4/4.

Find and keep a steady beat.

Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.

Copy back and improvise simple melodic patterns using the notes:

C, D, E
G, A, B
F, G, A
A, B, C



Progress



Year 4

Use body percussion, instruments and voices.

In the key centres of: C major, F major, G major and A minor.

In the time signatures of: 2/4, 3/4 and 4/4.

Find and keep a steady beat.

Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes:

C, D, E
C, D, E, G, A
G, A, B
G, A, B, D, E
F, G, A
A, B, C, D, E, F, G

Year 5

Use body percussion, instruments and voices.

In the key centres of: C major, G major, D major, F major and A minor.

In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.

Find and keep a steady beat.

Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes:

C, D, E
C, D, E, F, G, A, B
D, E, F#, G, A
A, B, C, D, E, F#, G
F, G, A, B, C, D, E
G, A, B, C, D, E, F#

Year 6

Use body percussion, instruments and voices.

In the key centres of: C major, G major, D major, A minor and D minor.

In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.

Find and keep a steady beat.

Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes:

D, E, F, G, A
C, D, E, F, G, A, B
G, A, B, C, D, E, F#
D, E, F#, G, A, B, C#
A, B, C, D, E, F, G



Progress



Listening

Year 1

Move and dance with the music.

Find the steady beat.

Talk about feelings created by the music.

Recognise some band and orchestral instruments.

Describe tempo as fast or slow.

Describe dynamics as loud and quiet.

Join in sections of the song, eg chorus.

Begin to understand where the music fits in the world.

Begin to understand about different styles of music.

Year 2

Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.

Walk in time to the beat of a piece of music.

Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.

Move and dance with the music confidently.

Talk about how the music makes you feel.

Find different steady beats.

Describe tempo as fast or slow.

Describe dynamics as loud or quiet.

Join in sections of the song, eg call and response.

Start to talk about the style of a piece of music.

Recognise some band and orchestral instruments.

Start to talk about where music might fit into the world.

Year 3

Share your thoughts and feelings about the music together.

Find the beat or groove of the music.

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

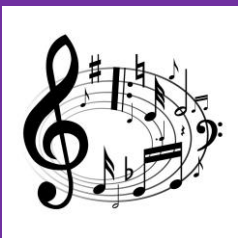
Invent different actions to move in time with the music.

Talk about what the song or piece of music means.

Identify some instruments you can hear playing.

Identify if it's a male or female voice singing the song.

Talk about the style of the music.



Progress



Year 4

Talk about the words of a song.

Think about why the song or piece of music was written.

Find and demonstrate the steady beat.

Identify 2/4, 3/4, and 4/4 metre.

Identify the tempo as fast, slow or steady.

Recognise the style of music you are listening to.

Discuss the structures of songs.

Identify:

- Call and response
- A solo vocal or instrumental line and the rest of the ensemble
- A change in texture
- Articulation on certain words
- Programme music

Explain what a main theme is and identify when it is repeated.

Know and understand what a musical introduction is and its purpose.

Recall by ear memorable phrases heard in the music.

Identify major and minor tonality.

Recognise the sound and notes of the pentatonic scale by ear and from notation.

Describe legato and staccato.

Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.

Year 5

Talk about feelings created by the music.

Justify a personal opinion with reference to Musical Elements.

Find and demonstrate the steady beat.

Identify 2/4, 3/4, 6/8 and 5/4 metre.

Identify the musical style of a song or piece of music.

Identify instruments by ear and through a range of media.

Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.

Explain a bridge passage and its position in a song.

Recall by ear memorable phrases heard in the music.

Identify major and minor tonality.

Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.

Explain the role of a main theme in musical structure.

Know and understand what a musical introduction is and its purpose.

Explain rapping.

Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

Year 6

Talk about feelings created by the music.

Justify a personal opinion with reference to Musical Elements.

Identify 2/4, 4/4, 3/4, 6/8 and 5/4.

Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.

Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.

Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.

Explain a bridge passage and its position in a song.

Recall by ear memorable phrases heard in the music.

Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.

Explain the role of a main theme in musical structure.

Know and understand what a musical introduction and outro is, and its purpose.

Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.

Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.



Progress



Singing

Year 1

Sing, rap, rhyme, chant and use spoken word.

Demonstrate good singing posture.

Sing songs from memory.

Copy back intervals of an octave and fifth (high, low).

Sing in unison.

Year 2

Sing as part of a choir.

Demonstrate good singing posture.

Sing songs from memory and/or from notation.

Sing to communicate the meaning of the words.

Sing in unison and sometimes in parts, and with more pitching accuracy.

Understand and follow the leader or conductor.

Add actions to a song.

Move confidently to a steady beat.

Talk about feelings created by the music/song.

Recognise some band and orchestral instruments.

Describe tempo as fast or slow.

Join in sections of the song, eg chorus.

Begin to understand where the music fits in the world.

Begin to talk about and understand the style of the music.

Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).

Year 3

Sing as part of a choir.

Sing a widening range of unison songs, of varying styles and structures.

Demonstrate good singing posture.

Perform actions confidently and in time to a range of action songs.

Sing songs from memory and/or from notation.

Sing with awareness of following the beat.

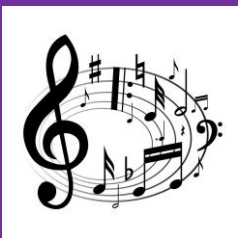
Sing with attention to clear diction.

Sing expressively, with attention to the meaning of the words.

Sing in unison.

Understand and follow the leader or conductor.

Copy back simple melodic phrases using the voice.



Progress

Year 4

Rehearse and learn songs from memory and/or with notation.

Sing in different time signatures: 2/4, 3/4 and 4/4.

Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.

Demonstrate good singing posture.

Demonstrate vowel sounds, blended sounds and consonants.

Sing 'on pitch' and 'in time'.

Sing expressively, with attention to breathing and phrasing.

Sing expressively, with attention to staccato and legato.

Talk about the different styles of singing used for different styles of song.

Talk about how the songs and their styles connect to the world.

Year 5

Rehearse and learn songs from memory and/or with notation.

Sing in 2/4, 3/4, 4/4 and 6/8 time.

Sing in unison and parts, and as part of a smaller group.

Sing 'on pitch' and 'in time'.

Sing a second part in a song.

Self-correct if lost or out of time.

Sing expressively, with attention to breathing and phrasing.

Sing expressively, with attention to dynamics and articulation.

Develop confidence as a soloist.

Talk about the different styles of singing used for different styles of song.

Talk confidently about how connected you feel to the music and how it connects in the world.

Respond to a leader or conductor.

Year 6

Rehearse and learn songs from memory and/or with notation.

Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.

Continue to sing in parts where appropriate.

Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.

Sing with and without an accompaniment.

Sing syncopated melodic patterns.

Demonstrate and maintain good posture and breath control whilst singing.

Sing expressively, with attention to breathing and phrasing.

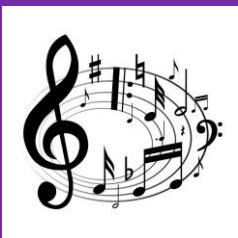
Sing expressively, with attention to dynamics and articulation.

Lead a singing rehearsal.

Talk about the different styles of singing used for the different styles of songs sung in this year.

Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.





Progress



Notation

Year 1

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:

C, D, E, F, G
F, G, A
G, B, D
D, E, F#, G, A
D, A, C

Year 2

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:

C, D, E, F, G, A, B
G, A, B, C, D, E, F#
F, G, A, B b, C, D, E
A, B, C, D, E

Identify hand signals as notation, and recognise music notation on a staff of five lines.

Year 3

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B
F, G, A, B b, C
G, A, B, C, D, E
E, F#, G#, A, B

Read and respond to semibreves, minims, crotchets and paired quavers.

Identify:

- Stave
- Treble clef
- Time signature
- Lines and spaces on the stave

Identify and understand the differences between crotchets and paired quavers.

Apply spoken word to rhythms, understanding how to link each syllable to one musical note.



Progress

Year 4

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B
F, G, A, B ♭, C
G, A, B, C, D, E, F♯
D, E, F♯, G, A, B, C

Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.

Identify:

- Stave
- Treble clef
- Time signature

Identify and understand the differences between minims, crotchets, paired quavers and rests.

Read and perform pitch notation within a range.

Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Year 5

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B
F, G, A, B ♭, C, D, E
G, A, B, C, D, E, F♯
C, G, A ♭, B ♭
G, G♯, A, B ♭, C
D, E, F, G, A, B, C
E ♭, F, G, A ♭, B ♭, C, D ♭

Identify:

- Stave
- Treble clef
- Time signature

Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

Recognise how notes are grouped when notated.

Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Understand the differences between 2/4, 3/4 and 4/4 time signatures.

Read and perform pitch notation within an octave (eg C–C'/do–do).

Year 6

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.

Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B
F, G, A, B ♭, C, D, E
F, G, A ♭, B ♭, C, D, E ♭
G, A, B ♭, C, D, E, F
G, A, B, C, D, E, F♯
D, E, F, G, A
D, E, F♯, A, B, C♯
E, F♯, G, G♯, A, B, C, C♯
E ♭, F, G, A ♭, B ♭, C, D

Identify:

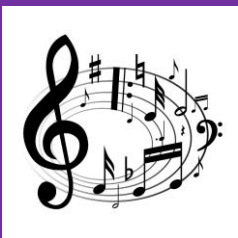
- Stave
- Treble clef
- Time signature

Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.

Recognise how notes are grouped when notated.

Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.





Progress



Playing Instruments

Year 1

Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.

Year 4

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.

Year 2

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.

Year 5

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E ♭ major, C minor and D minor.

Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Year 3

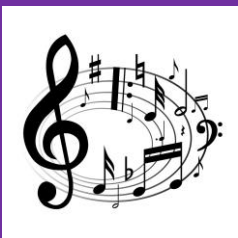
Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.

Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.

Year 6

Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E ♭ major, D minor and F minor.

Play a melody following staff notation written on one staff and 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).



Progress



Performing

Year 1

Enjoy and have fun performing.

Choose a song/songs to perform to a well-known audience.

Prepare a song to perform.

Communicate the meaning of the song.

Add actions to the song.

Play some simple instrumental parts.

Year 2

Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.

Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.

Talk about what the song means and why it was chosen to share.

Talk about the difference between rehearsing a song and performing it.

Year 3

Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.

Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.

Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.

Talk about what the song means and why it was chosen to share.

Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.



Progress

Year 4

Rehearse and enjoy the opportunity to share what has been learned in the lessons.

Perform, with confidence, a song from memory or using notation.

Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.

Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

Explain why the song was chosen, including its composer and the historical and cultural context of the song.

Communicate the meaning of the words and articulate them clearly.

Use the structure of the song to communicate its mood and meaning in the performance.

Talk about what the rehearsal and performance has taught the student.

Understand how the individual fits within the larger group ensemble.

Reflect on the performance and how well it suited the occasion.

Discuss and respond to any feedback; consider how future performances might be different.

Year 5

Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.

Perhaps perform in smaller groups, as well as the whole class.

Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.

Perform from memory or with notation, with confidence and accuracy.

Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

Explain why the song was chosen, including its composer and the historical and cultural context of the song.

A student leads part of the rehearsal and part of the performance.

Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.

Discuss and talk musically about the strengths and weaknesses of a performance.

Collect feedback from the audience and reflect how future performances might be different.

Year 6

Create, rehearse and present a holistic performance for a specific event, for an unknown audience.

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.

Perform from memory or with notation.

Understand the value of choreographing any aspect of a performance.

A student or a group of students rehearse and lead parts of the performance.

Understand the importance of the performing space and how to use it.

Record the performance and compare it to a previous performance.

Collect feedback from the audience and reflect how the audience believed in the performance.

Discuss how the performance might change if it was repeated in a larger/smaller performance space.





Example of planning



Although we follow the same syllabus for Key Stage One and Two, we do adapt the plans in order that they are sufficient for both teachers to teach from and for students to learn.

Teachers are non-specialists and the plans have therefore been set out to ensure that staff have the information and training they need in order that they can successfully deliver the lessons to our students.

Example of planning:

Model Music Curriculum / Year 1 / Unit 1: How Can We Make Friends When We Sing Together?

Step 1 – Brief Lesson Plan – Find The Beat



This brief lesson plan outlines the structure and learning focus for each activity. Use it to write general notes and for continuous assessment. Please read the full lesson plan for more in depth musical detail including knowledge and skills.

Quiz

Baseline Quiz - Year 1

To have fun revising and consolidating the learning that has taken place in the previous year. If students have not covered the material before, you may wish to note down areas for development.

Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improve Together as an optional activity for variation and enrichment.

Understanding Music - Year 1 Unit 1

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low

Improvise Together - Year 1 Units 1,2

Children improvise using notes with the backing track of the song provided.

Note options:

- C
- C, D
- C, D, E

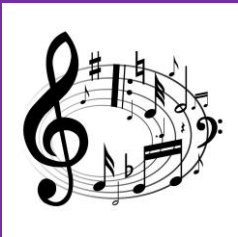
Listening

Listen and Respond - Find The Beat

- Listen together
- Feel free to enjoy moving in any way suitable to the beat of the music. Experiencing music through movement and dance is great fun!
- *Talk about the song together and explore feelings, thoughts and emotions towards the song*
- Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song
- What else did you find out about the song?

Singing





Example of planning:



Learn to Sing the Song - Find The Beat

- Sing together as a group and have fun
- Stand up straight and breathe from deep within
- Move to the music
- Describe what the song is about
- Does this song tell a story?
- Follow a leader
- Incorporate any actions from the song
- Sing and recognise high and low sounds
- *Sing songs in both low and high voices and talk about the difference in sound*

A graphic of a blank sheet of lined paper with a red top line and blue horizontal lines. A small paperclip icon is attached to the top left corner.

Performing

Perform the Song - Find The Beat

Share a performance of the learning that has taken place in the lesson.

A graphic of a blank sheet of lined paper with a red top line and blue horizontal lines. A small paperclip icon is attached to the top left corner.

Continuous Assessment Opportunities

| | |
|--|--|
| Evidence Have you recorded and uploaded? | |
| Notable outcomes Musical? Social? Unexpected? Exciting? | |
| Notes for next lesson | |

Impact



Music Impact





How do you document learning, monitor progress and achievement?



Students are expected to record learning in their music books in almost all lessons in Key Stage 2 and in a class book for Key Stage 1. This may take the form of writing, photocopies of any sheet music, mind maps, pictures etc and photographs of performances. In addition, video recordings are made to document progress. This work in students' books should take into account the school's presentation rules and minimum expectations. During lessons, teachers may use discussion to support students in self-assessing their work and they may be asked to edit and improve their work during this time using blue pen.

During each individual lesson, teachers will use the school's marking policy in order that they can assess students' progress against the lessons objectives. This also takes into account how far students have used the minimum expectations set out in this policy. By the end of the lesson, staff are expected to know whether students have achieved the objective and teaching in the next lesson will be adapted if needed to ensure that understanding is complete, and any misconceptions have been addressed.

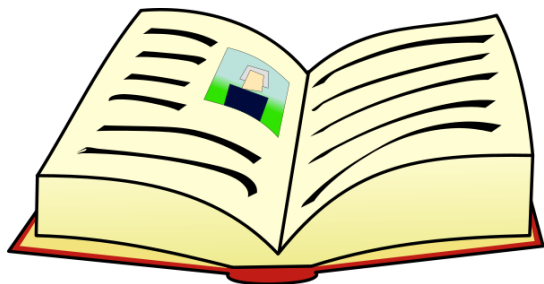
Impact



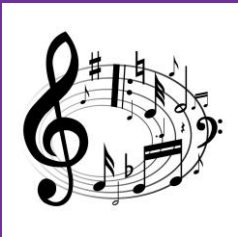
How do you measure the impact of Music teaching?



- End of unit and end of term performances.
- Pupil book studies and structured learning conversations with pupils.
- Pupil questionnaires



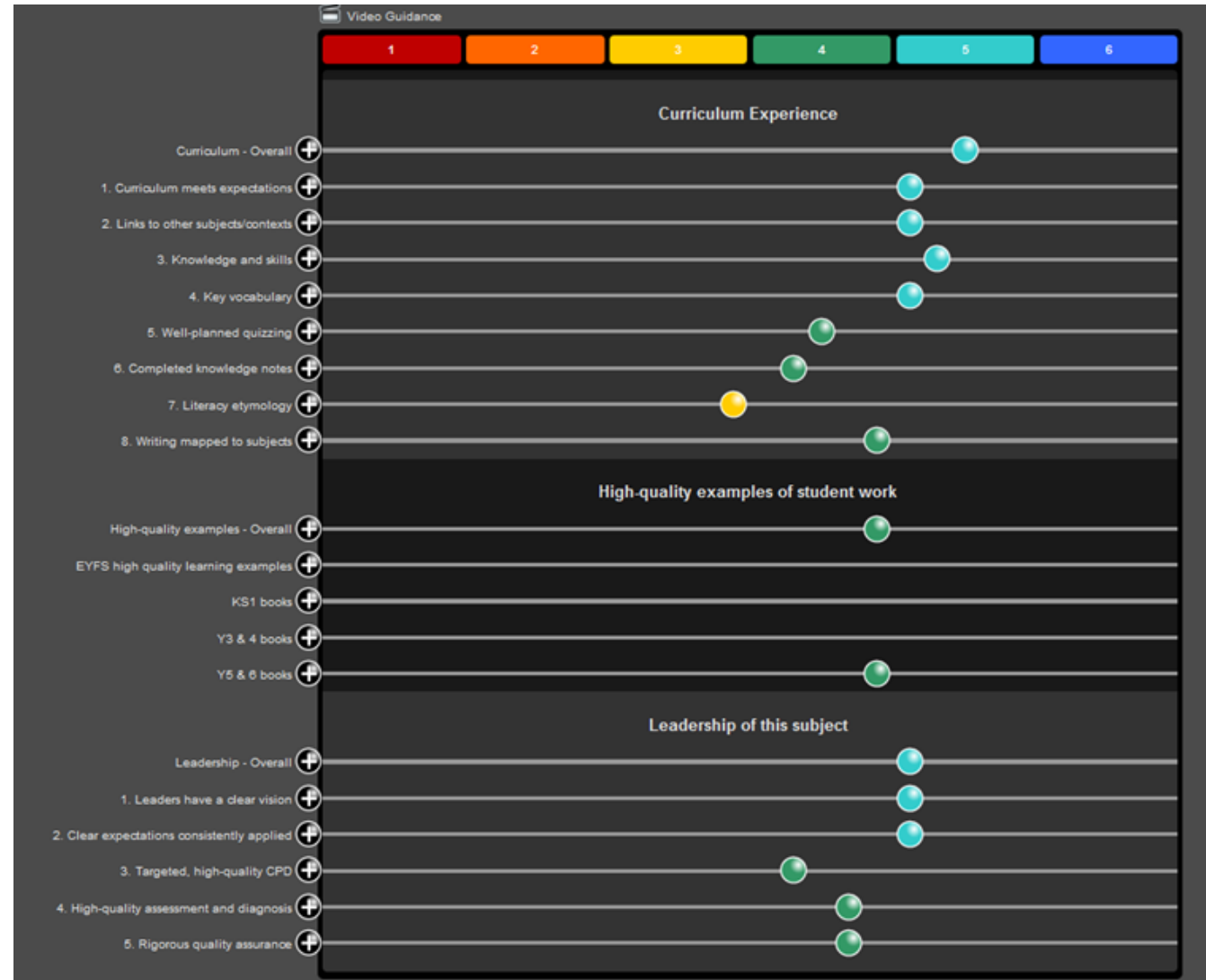
Impact



How do you measure the impact of Music teaching?



Subject Leaders use iAbacus as a tool for developing their subject, as seen in this example:





What do you consider to be the strengths of Music within the school?

A well thought out and comprehensive syllabus that engages and informs students by using:

Links with the wider community through performances and class visits to places of worship to participate in musical worship.

Involvement of families in shared experiences.

Visits from musicians to enhance students learning.

Peripatetic teaching of guitar and violin.

A school singing group.

How do you know?

Termly book scrutiny

Half-termly learning walks/observations

Pupil Voice Questionnaire