

# Music at Copperfield

**Performer**  
**Active Listener**  
**Appraiser**  
**Reviewer**  
**Evaluator**  
**Singer**  
**Improvisor**  
**Composer**  
**Creator**  
**Producer**  
**Critical Engager**  
**Musician**  
**Musical Historian**  
**Close Observer**  
**Question Asker**  
**Decision Maker**



**Subject Leadership**

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## Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

## All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

## How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

***'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.***

*This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.*

### *Our Curriculum Statement*

*Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, and pedagogical developments, and a range of strategies are implemented to improve practice, and to better meet the needs of pupils more effectively'*

**Our Four Drivers, making a well sequenced and ambitious curriculum.**

### **Ethical, informed Individuals.**

*At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.*

### **Ambitious Capable Learners (Skills and Knowledge).**

*Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.*

### **Experiences to Inspire**

*Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.*

### **Successful in Society**

*Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.*

## **Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework**

### **INTENT**

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced, and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

### **IMPLEMENTATION**

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
  - check learners' understanding systematically
  - identify misconceptions accurately
  - provide clear, direct feedback
  - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
  - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
  - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
  - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
  - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
  - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils

- Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
  10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

### **IMPACT**

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
  - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
  - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
  - *read widely and often, with fluency and comprehension appropriate to their age*
  - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

## ON A PAGE

### The Copperfield Way

#### Music

##### Intent:

At Copperfield Academy, our pupils are inspired and engaged in music education as it allows them to grow in self-confidence, creativity and gives them a sense of achievement. Music plays a key role in the curriculum and life within our school, especially singing and is vital in our mission of creating aspirational pupils. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development through making an enjoyable, immersive experience. Our teaching focuses on developing the children's ability to understand the many dimensions of music. Through singing songs and playing instruments, children learn about the structure and organisation of music. All children will learn to sing and use their voices confidently with a variety of expression. They will have opportunities to perform, listen to and evaluate music across a range of periods, genres, styles and traditions. Their understanding of rhythm and pitch will be developed along with their understanding of how music is structured. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. They will learn the technical vocabulary to describe music such as pitch, tempo, texture and dynamics and as a result be confident to articulate their learning in music. Pupils will learn to read notations and understand how music is created and communicated; have the opportunity to perform as part of an ensemble to wider audiences and have the opportunity to watch live music through our wide range of whole school educational experiences. Through singing songs and playing instruments, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

##### Implementation:

Our children will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by their music education and are encouraged to embrace a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen without discrimination to all types of music.

Music lessons are taught weekly by a PPA Cover Supervisor and classroom teacher, to all year groups. Each year group has access to six full hours of music lesson per term.

The Charanga scheme of work is used from Reception – Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Nursery will use an adapted version of Reception scheme to meet the curriculum standards for Nursery. Charanga will also support teachers to deliver consistent, sequential learning opportunities that are developed and built upon as children progress through primary school.

In addition to the scheme, cross-curricular lessons have been planned and delivered. We provide additional opportunities throughout the week to participate in and practice musical skills, demonstrating that music is important to the life of the school. e.g.

- KS1 and KS2 weekly singing assemblies.
- All pupils and staff join in during weekly celebration and values assemblies.

- KS1 and KS2 choir practice where the children are able to use their musical knowledge and skills further and develop even more confidence through solo and ensemble performances of a small and larger scale.
- KS1 and KS2 weekly recorder club.
- Productions – KS1 Year Group performances – Harvest, Christmas, Easter. Year 6 end of year production.
- Talent shows, Young Voices etc.
- Makaton will be taught alongside varying songs to support inclusivity and to show the children other ways of performing songs.

We are always exploring new areas of development within music and are currently looking into music lessons where children can learn to play a variety of musical instruments.

Further exposure to music is embedded into our curriculum such as with times tables in maths, vocabulary in languages and movement in dance.

Our Music lead will attend regular CPD sessions in order to plan and deliver Music affectively to the whole school.

Music assessment is ongoing to inform planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to identify areas of improvements needed or skills that still need to be embedded.

Our music lead works with staff to support them in delivering music lessons that include:

- composition and expression of ideas along with performing and the understanding of notation
- improving children’s creativity through singing and the playing of different instruments.
- investigating how music is expressed in different ways and how this has changed over the years.
- appreciation of listening to different types of music from significant composers from Medieval, Renaissance, Baroque, Classical, Romantic and Modern periods.

In KS1, children will develop an understanding through singing, listening and playing percussion instruments (both rhythm and tuned) and playing the recorder whilst learning basic notation.

During KS2, children learn music history along with listening skills to recall sounds by memory. Children learn more advanced notation, rhythms and musical terms which lead to performance of expression, fluency and control.



### **Impact (Anticipated/expected):**

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon.

The integral nature of music creates an enormously rich palette from which our children may access fundamental abilities such as, achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world.

Children are able to enjoy music, in as many ways as they choose, as either a listener, creator or performer.

They can dissect music and comprehend its parts.

They can sing and feel a pulse.

Children can be confident when performing alone and as part of an ensemble.

This confidence will enrich children's lives in many ways, through gaining a 'can do' attitude.

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and the additional opportunities that we provide that support the music curriculum delivered within the classroom.

By the time children leave Copperfield Academy, they will be confident musicians and performers who have positive wellbeing, improved self-esteem and be effective communicators. It will also be evident that over time, pupils' musical skills and knowledge have increased. Pupils will have had an enriched experience of music through its use during our weekly assemblies, performances and trips to watch live musical performances. Our engaging and valued music education will inspire our pupils to develop a love of music and their talent as musicians and encourage them to want to continue building on this wealth of musical ability, now and in the future.

## Long Term Plan

### Nursery – Year 6 - Charanga's Music Curriculum Scheme (A)

## Curriculum Overview

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>Me!</b></p> <p>Growing, homes, colour, toys, how I look.</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p><b>Me!</b></p> <p>Growing, homes, colour, toys, how I look.</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p><b>Hey you</b></p> <p>Old School hip-hop.</p> <p>How pulse, rhythm and pitch work together.</p>	<p><b>Hands, feet, heart</b></p> <p>Afropop, South African.</p> <p>South African Music.</p>	<p><b>Let your spirit fly</b></p> <p>RnB</p> <p>RNB and other styles.</p>	<p><b>Mama Mia</b></p> <p>Pop</p> <p>Abba's Music</p>	<p><b>Living on a Prayer</b></p> <p>Rock</p> <p>Rock Anthems</p>	<p><b>Happy</b></p> <p>Pop/Neo Soul</p> <p>Being Happy</p>
<b>Autumn 2</b>	<p><b>My Stories</b></p> <p>Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p><b>My Stories</b></p> <p>Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p> <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p><b>Rhythm in the way we walk and banana rap</b></p> <p>Reggae</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p><b>Ho, Ho, Ho</b></p> <p>A song with rapping and improvisation for Christmas.</p> <p>Festivals and Christmas.</p>	<p><b>Glockenspiel Stage 1</b></p> <p>Exploring and developing playing skills playing the glockenspiel.</p>	<p><b>Glockenspiel Stage 2</b></p> <p>Mixed styles</p> <p>Exploring and developing playing skills playing the glockenspiel.</p>	<p><b>Classroom Jazz 1</b></p> <p>Bossa Nova and Swing.</p> <p>Jazz and improvisation.</p>	<p><b>Classroom Jazz 2</b></p> <p>Bacharach and Blues.</p> <p>Jazz improvisation and composition.</p>
<b>Spring 1</b>	<p><b>Everyone!</b></p> <p>Family, friends, people, music from around the world.</p>	<p><b>Everyone!</b></p> <p>Family, friends, people, music from around the world.</p>	<p><b>In the Groove</b></p> <p>Blues, Baroque, Latin, Bhangra, Folk, Funk</p>	<p><b>I Wanna Play in a Band</b></p> <p>Rock</p>	<p><b>Three Little Birds</b></p> <p>Reggae</p>	<p><b>Stop!</b></p> <p>Grime</p>	<p><b>Make You Feel My Love</b></p> <p>Pop Ballads</p>	<p><b>A New Year Carol</b></p> <p>Classical or Urban Gospel</p>

	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	How to be in the groove with different styles of music.	Playing together in a band.	Reggae and animals	Writing lyrics linked to a theme	Pop Ballads	Benjamin Britten's music and cover versions.
<b>Spring 2</b>	<b>Our World</b>  Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.  Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	<b>Our World</b>  Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.  Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	<b>Round and Round</b>  Bossa Nova  Pulse, rhythm and pitch in different styles of music.	<b>Zootime</b>  Reggae  Reggae and animals.	<b>The Dragon Song</b>  A pop story that tells a story  Music from around the world, celebrating our differences and being kind to one another.	<b>Lean on Me!</b>  Gospel  Soul/Gospel music and helping one another.	<b>The Fresh Prince of Bel-Air</b>  Old School Hip-Hop.  Old School Hip-Hop.	<b>You've Got a Friend</b>  70's Ballad/Pop  The music of Carole King
<b>Summer 1</b>	<b>Big Bear Funk</b>  Transition Unit  Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	<b>Big Bear Funk</b>  Transition Unit  Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	<b>Your Imagination</b>  Pop  Using your imagination.	<b>Friendship Song</b>  Pop  A song about being friends.	<b>Bringing us Together</b>  Disco  Disco, friendship, hope and unity.	<b>Blackbird</b>  The Beatles/Pop  The Beatles, equality and civil rights.	<b>Dancing in the Street</b>  Motown  Motown	<b>Music and Me</b>  Create your own music inspired by your identity and women in the music industry.
<b>Summer 2</b>	<b>Reflect, Rewind and Replay</b>  Consolidate learning and contextualise the	<b>Reflect, Rewind and Replay</b>  Consolidate learning and contextualise the	<b>Reflect, Rewind, Replay</b>  Classical  The history of music,	<b>Reflect, Rewind, Replay</b>  Classical  The history of music,	<b>Reflect, Rewind, Replay</b>  Classical  The history of music, look back	<b>Reflect, Rewind, Replay</b>  Classical  The history of music, look back	<b>Reflect, Rewind, Replay</b>  Classical  The history of music, look back	<b>Reflect, Rewind, Replay</b>  Classical  The history of music, look back

	history of music. Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	history of music. Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	look back and consolidate your learning, learn some of the language of music.	look back and consolidate your learning, learn some of the language of music.	and consolidate your learning, learn some of the language of music	and consolidate your learning, learn some of the language of music	and consolidate your learning, learn some of the language of music	and consolidate your learning, learn some of the language of music
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## KEY ASSESSMENT CRITERIA

### Nursery:

#### Range 3

- Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments.
- Sings/vocalises whilst listening to music or playing with instruments/sound makers.
- Listen to and enjoy a variety of sounds and music from diverse cultures.
- Creates sound effects and movement, e.g., creates the sound of a car/animal.
- Expresses self through physical actions and sound.

#### Range 4

- Joins in singing songs.
- Creates sounds by rubbing, shaking, tapping, striking or blowing
- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., *loud/quiet, fast/slow*.
- Begins to make believe by pretending using sounds, movement, words, objects. Beginning to describe sounds and music imaginatively, e.g., *Scary music*.
- Creates rhythmic sounds and movement.

### Reception:

#### Range 4

- Joins in singing songs.
- Creates sounds by rubbing, shaking, tapping, striking or blowing
- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., *loud/quiet, fast/slow*.
- Begins to make believe by pretending using sounds, movement, words, objects. Beginning to describe sounds and music imaginatively, e.g., *Scary music*.
- Creates rhythmic sounds and movement.

#### Range 5

- Uses movement and sounds to express experiences, expertise, ideas and feelings.
- Experiments and creates movements in response to music, stories and ideas.
- Sings to self and makes up simple songs.
- Creates sounds, movements, drawings to accompany stories.
- Explores and learns how sounds and movement can be changed.
- Sings familiar songs, e.g., pop songs, songs from TV programmes, rhymes, songs from home.
- Taps out simple repeated rhymes.
- Develops an understanding of how to create and use sounds intentionally.

## EYFS

	<b>Communication and language</b>	<b>Physical Development</b>	<b>Expressive Arts and Design</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>ELG</b>	<p>By the end of EYFS, pupils should:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		

Year 1:

- Know how to use their voice to speak, sing and chant.
- Know how to use instruments to perform.
- Know how to clap short rhythmic patterns.
- Know how to make different sounds with their voice and with instruments.
- Know how to repeat short rhythmic and melodic patterns.
- Know how to make a sequence of sounds.
- Know how to respond to different moods in music.
- Know how to say whether they like or dislike a piece of music.
- Know how to choose sounds to represent different things.
- Know how to follow instructions about when to play and sing.

**Year 2:**

- Know how to sing and follow a melody.
- Know how to perform simple patterns and accompaniments keeping a steady pulse.
- Know how to play simple rhythmic patterns on an instrument.
- Know how to sing or clap increasing and decreasing tempo.
- Know how to order sounds to create a beginning, middle and an end.
- Know how to create music in response to different starting points.
- Know how to choose sounds which create an effect.
- Know how to use symbols to represent sounds.
- Know how to make connections between notations and musical sounds.
- Know how to listen out for particular things when listening to music.
- Know how to improve their own work.

**KS1**

	<b>Singing</b>	<b>Listening</b>	<b>Composing</b>	<b>Pulse and Beat</b>	<b>Rhythm</b>	<b>Pitch</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</li> <li>• Begin with simple songs with a very small range, mi-so and then slightly wider.</li> <li>• Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</li> </ul>	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	<ul style="list-style-type: none"> <li>• Improvise simple vocal chants, using question and answer phrases.</li> <li>• Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants; create, retain and perform their own rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Explore percussion sounds to enhance storytelling.</li> <li>• Follow pictures and symbols to guide singing and playing.</li> </ul>

			<ul style="list-style-type: none"> <li>• Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</li> </ul>	glockenspiels or chime bars) to maintain a steady beat. <ul style="list-style-type: none"> <li>• Respond to the pulse in recorded/live music through movement and dance.</li> </ul>		
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range, pitching accurately.</li> <li>• 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 (e.g. crescendo, decrescendo, pause).</li> </ul>	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	<ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus.</li> <li>• Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>• Identify the beat groupings in familiar music that they sing regularly and listen to.</li> </ul>	<ul style="list-style-type: none"> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• Create rhythms using word phrases as a starting point.</li> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</li> <li>• Create and perform their own chanted rhythm patterns with the same stick notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</li> <li>• Sing short phrases independently within a singing game or short song.</li> <li>• Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</li> <li>• Recognise dot notation and match it to 3-note tunes played on tuned percussion.</li> </ul>
	<p><b>By the end of KS1 pupils should:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• play tuned and untuned instruments musically.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					

**Year 3:**

- Know how to sing a tune with expression.



- Know how to play clear notes on instruments.
- Know how to use different elements in my composition.
- Know how to create repeated patterns with different instruments.
- Know how to compose melodies and songs.
- Know how to create accompaniments for tunes.
- Know how to combine different sounds to create a specific mood or feeling.
- Know how to use musical words to describe a piece of music and compositions.
- Know how to use musical words to describe what they like and do not like about a piece of music.
- Know how to recognise the work of at least one famous composer.
- Know how to improve their work; explaining how it has been improved.

#### Year 4:

- Know how to perform a simple part rhythmically.
- Know how to sing songs from memory with accurate pitch.
- Know how to improvise using repeated patterns.
- Know how to use notation to record and interpret sequences of pitches.
- Know how to use notation to record compositions in a small group or on my own.
- Know how to explain why silence is often needed in music and explain what effect it has.
- Know how to identify the character in a piece of music.
- Know how to identify and describe the different purposes of music.
- Know how to begin to identify the style of work of Beethoven, Mozart and Elgar.

#### Year 5:

- Know how to breathe in the correct place when singing.
- Know how to maintain my part whilst others are performing their part.
- Know how to improvise within a group using melodic and rhythmic phrases.
- Know how to change sounds or organise them differently to change the effect.
- Know how to compose music which meets specific criteria.
- Know how to use notation to record groups of pitches (chords).
- Know how to use their music diary to record aspects of the composition process.
- Know how to choose the most appropriate tempo for a piece of music.
- Know how to describe, compare and evaluate music using musical vocabulary.
- Know how to explain why I think music is successful or unsuccessful.
- Know how to suggest improvement to their own work and that of others.

- Know how to contrast the work of a famous composer with another and explain their preferences.

**Year 6:**

- Know how to sing in harmony confidently and accurately.
- Know how to perform parts from memory.
- Know how to take the lead in a performance.
- Know how to use a variety of different musical devices in their composition (including melody, rhythms and chords).
- Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- Know how to analyse features within different pieces of music.
- Know how to compare and contrast the impact that different composers from different times have had on people of that time.

**KS2**

	<b>Singing</b>	<b>Listening</b>	<b>Composing - Impvise</b>	<b>Composing - Compose</b>	<b>Performing - Instrument</b>	<b>Performing – Reading Notation</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</li> <li>• Perform actions confidently and in time to a range of action songs.</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	<p>Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<ul style="list-style-type: none"> <li>• Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>• Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi.</li> <li>• Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>• Understand the differences between crotchets and paired quavers.</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</li> <li>Perform range of songs in school assemblies.</li> </ul>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<ul style="list-style-type: none"> <li>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</li> <li>Begin to make compositional decisions about the overall structure of improvisations.</li> </ul>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>Introduce major and minor chords.</li> <li>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul>	<p>question-and-answer phrases.</p> <ul style="list-style-type: none"> <li>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</li> <li>Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</li> <li>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> <li>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Read and perform pitch notation within a defined range (e.g. C-G/do-so).</li> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>
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<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs and songs with a verse and a chorus.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<ul style="list-style-type: none"> <li>• Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</li> <li>• Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</li> </ul>	<ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Working in pairs, compose a short ternary piece.</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>• Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</li> <li>• Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>• Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers</li> </ul>	<p>Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul>	<ul style="list-style-type: none"> <li>• CPlan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>• Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the</li> </ul>	<ul style="list-style-type: none"> <li>• Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</li> <li>• Accompany this same melody, and others, using block chords or a bass line.</li> <li>• Engage with others through ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>• Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain</li> </ul>

	<p>randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <ul style="list-style-type: none"> <li>• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul>			<p>instrument chosen.</p> <ul style="list-style-type: none"> <li>• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>	<p>playing with pupils taking on melody or accompaniment roles.</p>	<p>known rhythms and note durations.</p> <ul style="list-style-type: none"> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
	<p><b>By the end of KS2, Pupils should:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• use and understand staff and other musical notations.</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• develop an understanding of the history of music.</li> </ul>					

## VOCABULARY PROGRESSION

### Musical Vocabulary: Nursery to Year 6

#### Nursery:

**Words you need to know:** loud, quiet, fast, slow, high, low, voices, instruments, calm, busy, scary, gentle, angry, sad, happy, relaxing, exciting, shaking, twisting, tapping, nursery rhyme, music, song, beat, listen, perform.

#### Reception:

**Words you need to know:** loud, quiet, fast, slow, high, low, voices, instruments, calm, busy, scary, gentle, angry, sad, happy, relaxing, exciting, shaking, twisting, tapping, nursery rhyme, music, song, beat, listen, perform.

#### Year 1:

**Words you need to know:** 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.

#### Year 2:

**Words you need to know:** 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.

#### Year 3:

**Vocabulary:** 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.

#### Year 4:

**Vocabulary:** 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.

#### Year 5:

**Vocabulary:** 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.

#### Year 6:

**Vocabulary:** 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.

### The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g., the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g., an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

## OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes?