

Music

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the music national curriculum. For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Expressive Arts and Design (Being Imaginative and Expressive)

Children sing a range of well-known nursery rhymes and songs.

Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Play instruments with control

Join in action songs

Explore different voices

Mark the steady beat with movement and on percussion instruments

Listen attentively to live music

Respond to music with actions and movement

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

Intent

Everyone at Cookridge Primary school will have the opportunity to explore sound through performing, composing, listening and appraising. Music is taught with a practical 'hands on' approach with children singing and playing a wide range of percussion instruments. Children in KS2 also have the opportunity to learn the ukulele. Our Music curriculum enhances learning skills, communication skills, creativity, teamwork, discipline, cultural awareness, respect for others, and self-esteem through personal accomplishment. Through music, children will become respectful members of an ever-diversifying world, respecting all people's protected characteristics, as required by law. We will make reasonable adjustment to make sure all children can access the curriculum whatever their need.

Implementation

Music at Cookridge Primary School will cover the National Curriculum objectives through the implementation of the following:

- Clearly document the skills progression throughout every year group of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide long term plans outlining the teaching of music knowledge.
- Monitor the impact of its teaching of music and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation.
- Maintain opportunities for recapping previous learning.
- Give subject leaders time to monitor the impact of the music curriculum taught on children's learning.

Impact

- Use music data to measure impact of music implementation – performance of different groups e.g. PPG, Year groups, Gender
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities, which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?
- Create future actions based on self-assessment of subject area.

	KS1	LKS2	UKS2
SINGING	<p>Year 1:</p> <p>A. Sing simple songs, chants and rhymes from memory, singing collectively encouraging pitch matching, responding to simple visual directions and counting in.</p> <p>B. Sing and sign (Curwen) so-mi songs.</p> <p>Year 2:</p> <p>A. Sing songs regularly with a pitch range of do-so with increasing vocal control and awareness of dynamics and tempo.</p> <p>B. Sing and sign (Curwen) la-so-mi songs.</p>	<p>Year 3:</p> <p>A. Singing simple songs and rounds in two parts</p> <p>B. Focused pitch work on m-r-d and l-s-m (and hand signs)</p> <p>Year 4:</p> <p>A. Singing songs, rounds and partner songs with a pentatonic range (and hand signs).</p>	<p>Year 5:</p> <p>A. Sing songs, rounds and partner songs with an octave range.</p> <p>Year 6:</p> <p>A. Sing musically, responding to the performance directions of the piece, e.g. phrasing; sing more extended harmony parts</p>
LISTENING	<p>Year 1:</p> <p>A. Identify basic core of percussion instruments. Identify instruments/voices.</p> <p>B. Identify where elements change (e.g. Music gets faster or louder) Use Mr Men cards to describe the mood. Respond to the music through movement.</p> <p>Year 2:</p> <p>A. Identify the percussion instruments used within composition and performance work. Identify instruments/voices.</p> <p>B. Identify where elements change (e.g. Music gets faster or louder). Use emojis to describe the mood. Respond to the music through movement. Identify instruments/voices.</p>	<p>Year 3:</p> <p>A. Identify instruments used in foundation listening</p> <p>B. Develop vocabulary to describe tempo (allegro, adagio) dynamics. (forte, piano)</p> <p>Year 4:</p> <p>A. Identify instruments used in foundation listening</p> <p>B. Develop vocabulary to describe tempo including changes (accelerando, rallentando) dynamics including changes in dynamics (crescendo, diminuendo) and phrasing (staccato, legato)</p>	<p>Year 5:</p> <p>A. Develop vocabulary to describe tempo, dynamics, structure, texture. Identify genres such as classical / pop / jazz / world/traditional/ film.</p> <p>B. Identify instruments from foundation listening</p> <p>Year 6:</p> <p>A. Develop vocabulary to describe playing techniques and their effects e.g. pizzicato and tremolo</p> <p>B. Identify instruments from foundation listening</p>

COMPSING	<p>Year 1:</p> <ul style="list-style-type: none"> A. Improvise simple vocal chants, verses in singing games and rhythmic patterns. B. 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. C. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. <p>Year 2:</p> <ul style="list-style-type: none"> A. Create music in response to a non-musical stimulus. B. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. C. Use music technology, if available, to capture, change and combine sounds. 	<p>Year 3:</p> <ul style="list-style-type: none"> A. Improvise and create tunes and rhythms using a limited note range (3 notes) using crotchet, quaver, minim note values. B. Structure musical ideas (e.g. Using echo or question and answer phrases) to create music that has a beginning, middle and end. <p>Year 4:</p> <ul style="list-style-type: none"> A. Improvise and create tunes and rhythms using a limited note range (pentatonic) using crotchet, quaver, minim note values. B. Structure musical ideas to create a musical palindrome and a rondo composition. 	<p>Year 5:</p> <ul style="list-style-type: none"> A. Improvise freely over drones and grooves with an awareness of the beat and developing a sense of shape and character. B. Compose music within a ternary structure with increasing awareness of chord changes/ melodic shape and development phrasing etc. C. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. <p>Year 6:</p> <ul style="list-style-type: none"> A. Improvise freely over drones and grooves, using chord changes as part of the sequence. Improvise with a satisfying melodic shape. B. Compose music over a 12-bar blues with increasing awareness of chord changes/ melodic shape and development phrasing etc. C. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.
Musicianship - Beat/ Rhythm	<p>Year 1:</p> <ul style="list-style-type: none"> A. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. B. Use body percussion and classroom percussion playing repeated rhythm patterns (ostinato) maintaining the steady beat. C. Perform simple drones on tuned percussion. <p>Year 2:</p> <ul style="list-style-type: none"> A. Mark the beat of a listening piece by tapping/ clapping/ moving and recognising tempo as well as changes in tempo. B. Perform speech rhythm chants. Create, retain and perform their own rhythmic patterns. C. Perform drones (static, alternating) drones on tuned percussion 	<p>Year 3:</p> <ul style="list-style-type: none"> A. develop skills in playing tuned percussion over a sustained period of time B. Play melodies within a limited (3 note) range from staff notation <p>Year 4:</p> <ul style="list-style-type: none"> A. develop skills in learning the ukulele over a sustained period of time B. Play melodies within a limited (5 note) range from staff notation C. Perform in two or more parts (melody + accomp) 	<p>Year 5:</p> <ul style="list-style-type: none"> A. Play melodies up to an octave range from staff notation B. Perform ensemble pieces C. Evaluate performances, suggesting points to improve. Rehearse and refine <p>Year 6:</p> <ul style="list-style-type: none"> A. Develop ensemble pieces with awareness of dynamics B. Evaluate performances, suggesting points to improve. Rehearse and refine.