

Music Policy

Stanah Primary School



*"Music gives a soul to the universe, wings to the mind,
flight to the imagination and life to everything." -*

Plato

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1 Intent

As a school, we believe that music is a vital element in aiding the development of children's creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music. Research shows that if music is incorporated into learning from an early age, this aids the brain in development within other curriculum areas such as Maths and problem solving. The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

At Stanah Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Children are expected to be reflective and evaluate their compositions, thinking about aspects that went well and how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

Through our music curriculum pupils will:

- Gain enjoyment, self-confidence and a sense of achievement through musical activities.
- Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music.
- Acquire musical skills and understanding of musical concepts through primarily active listening then performing and composing.
- Develop their capacity to express ideas and feelings through the medium of sound.
- Extra-curricular clubs such as our choir, performing arts and instrumental lessons enhance the curriculum on offer.
- Concerts and events take place regularly led by the Lancashire Music Service to further inspire pupils and develop their musical and cultural abilities.

Music at Stanah Primary School will give all children of all abilities the chance to excel in something, achieve objectives, and produce learning experiences they value and are proud of in a happy, safe environment.

2 Implementation

At Stanah, we deliver a clear and comprehensive scheme of work in line with the National Curriculum through Instant Primary Music Lessons. This is supplemented with sessions from The Lancashire Music Service, enabling the children to have broad experience of playing instruments, learning through musical genre and composers.

By using Instant Primary Music Lessons as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. The music lessons provide a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. skill and given chance for collaboration through composition. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson, children will be given opportunities to apply skill and given chance for collaboration through composition.

Lessons are taught weekly with staff Instant Primary Music Lessons and children in Year 4 are taught to play the trumpet by an expert from The Lancashire Music Service weekly throughout the year – leading to various performances throughout the year. The children are always encouraged to reflect on their learning and are given constructive feedback from both their teacher and their peers, enabling them to both evaluate and express creative opinion on their learning and that of their classmates. The evidence of their work is collected through videos and photographs and is kept in the Music folder on the server.

2.1 Curriculum

The music lessons taught at Stanah Primary School are derived from the Instant Primary Music Lessons book where they are designed and written by Ann Bryant. It is based on the National Curriculum objectives for Music and supports the new Model Music Curriculum.

The progression of skills and learning objectives is designed to enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The curriculum guides children through each strand of musical learning from Reception to Upper Key Stage 2 and gives plenty opportunity to embed a deeper learning, knowledge, understanding and skills.

Each lesson features:-

- A classical music work of focus
- Activities to develop musical skills related to the work of focus and centred around **understanding**, **performing**, and **composing** music
- A plenary called “Music on Paper,” which presents an opportunity for children to listen once more to the piece of music whilst expressing their responses in any way they like on paper.

2.2 Teaching and Learning

At Stanah Primary School, we make Music an enjoyable learning experience. We encourage children to participate in a variety of Musical experiences through which we aim to build up the confidence of all children. The school uses a variety of teaching and learning styles in Music sessions and aims to cover:

- Listening
- Appraising
- Composition
- Evaluation
- Reflection

As a school, we do this best through a combination of whole-class teaching and both individual and group activities/compositions.

2.2.1 Lessons

Lessons are taught weekly in 30 minute sessions, covering a termly project where children are given the opportunity to master their abilities and depend their knowledge and understanding in both while class/group activities and independently.

The children will learn about the history of music, have opportunities to research the composer and listen to music written by the composer. They are able to compose music electronically, allowing them to develop their capabilities in other forms that practical instruments, singing and composing by hand.

Throughout lessons, teachers draw attention to examples of individual performance as discussion points for the class. They encourage children to evaluate their own performances and ideas as they study, alongside the learning of others, and say how music makes them think or feel. Children are encouraged to give personal opinions and are taught that it is OK not to like something that another person does – we can all have different styles, tastes and opinions and can use this to help us express ourselves.

2.2.2 What is being taught

The Progression of Skills document (Appendix 1) covers the skills being taught at Stanah with clear reference points for progression in each area of music. This ensures that children develop the specific skills needed, in a logical order, to achieve the overall goal. It also ensures that, as units are revisited each year, the specific skills and knowledge focused upon are a clear development of the children's prior learning. Appendix 5 shows how the depth of learning is broadened each academic year and how the progression of skills develops through teaching Music through Charanga.

Additionally, each year group learn about a variety of Key Musicians (Appendix 2) who have influenced music greatly through times in order for the children to broaden their knowledge and understanding of the history of music, great composers and musicians, and different traditions, genres and styles.

Appendix 4 is the Musical Vocabulary – Years 1-6 reference list. Children are taught the technical language of musical processes alongside the vocabulary used.

2.2.3 How it is being taught

The Stanah Scheme of Work uses the Charanga planning as a guideline, adapting this to the needs of our children as we progress through the topics. By doing this, we are able to deliver effective and innovative learning experiences that cover the progression of skills through each key stage.

The scheme of work maps out the programme of study covered in each term during each year and key stage.

By planning and carrying out our lessons in the is way, our scheme of work provides a wide range of skills and experiences as required by the National Curriculum and also supports the MMC (Model Music Curriculum).

All musical learning in the scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all learning. (See appendix 3) Each year group will cover:

- Listening and appraising
- Musical activities such as games, singing, playing instruments
- Creating and exploring
- Performing

Stanah is to participate in musical events locally and within the wider community such as school performances, charity events, Millfield's Got talent, Pop Idol, Musician of the Year and Word Music Day.

Musical visitors are invited into school for the children to listen to and watch them perform to broaden their understanding of different musical styles within our local community.

Music is embedded in many other aspects of the curriculum, often through song, in order to consolidate learning within other subjects.

2.2.4 Marking and Feedback

Photographs and videos are to be taken and stored in the Music folder in on the server, these will act as a reference for assessment at the end of each term. Music will be evidenced, where necessary in the children's curriculum learning books and will be evident by 'Music' being written in the margin.

Music in EYFS will be evidenced on their agreed assessment app- 'Evidence Me'.

No teacher marking is to be undertaken in music sessions although children are encouraged to mark make, write opinions and notations. However, teachers are to verbally feedback through peer assessment, peer evaluation and children are often expected to self-reflect upon their learning. It is not for the teacher to give their opinion on a composition, only to challenge children to give constructive feedback, listen, appraise and evaluate the work of themselves and their peers.

2.2.5 More Able Pupils

At Stanah, we recognise that there will be children in each National Curriculum subject who perform at level which is better than 'expected'. Academically, these children will achieve a higher level of attainment than their peers whilst those who are talented will display a particular aptitude for art, music, sport and performing arts.

For these children, we aim to provide quality learning opportunities which fit in with the sequence of teaching without accelerating to the next stage. They will be given further opportunities to apply their learning in a wider variety of contexts than expected.

We expect children at this level to be able to prove and clarify their knowledge and understanding with explanations and examples. The more-able children will offer other solutions and different strategies whilst making explicit links to prior learning. They will be able to make considered predictions and will confidently design and create examples of their own.

2.2.6 Resourcing

The library has a selection of books about musicians through history. To aid the teaching and learning of music at Stanah the following musical resources are available:

- Interactive whiteboards and computers.
- Keyboards and Glockenspiels
- Music toolkit software
- Tuned and untuned percussion instruments
- Recorders
- Various music books including Fischy Music resources
- Trumpets
- Lancashire Music Services Tuition

These resources are to be kept in the Music room and to be monitored and maintained by the Music Subject Leader and The Lancashire Music Service. Any new equipment needed that cannot be provided by The Lancashire Music Service will be discussed with class teachers and the Music Leader each June and discussed with the PTFA so resources are available for the next academic year.

2.2.7 Staff Continued Professional Development (CPD)

The Music subject leader is required to attend most courses for specific skills or primary music curriculum issues and provide follow up training to staff at staff meetings and or insets. Staff who specifically teach Music, and any other members of staff who may request, can attend Music training courses to further their CPD and their confidence and skills in carrying out Music lessons.

3 Impact

The impact of this policy and teaching of Music at Stanah is measured through a range of methods.

3.1 Monitoring and Evaluation

Throughout the year, the subject leader will monitor lessons through both child interviews and lesson observations. These lesson observations take place at least twice a year and pupil interviews will be completed annually. Feedback is given to SLT and the teaching staff to enable the school to not aid any areas requiring support but also to champion expert teaching and learning so all children are given the best teaching and learning that we can provide.

Photographs and videos on the school server are reviewed termly by the subject lead to monitor coverage of the curriculum and fluidity of the progression of skills.

A teacher survey will be given to all staff at the end of each academic year to gain feedback and insight from staff regarding any improvements that can be made to the curriculum or changes that can be made to the scheme of work.

3.2 Measures

3.2.1 Confidence, Interest, Ambition and Knowledge

It is the intention of the Music curriculum to inspire and offer innovative, creative opportunities for the children at Stanah to develop their confidence, interest, ambition and knowledge in the subject.

These four qualities will be measured through observations, assessments and surveys of the children and their work.

| | |
|------------|--|
| Confidence | Children will be asked questions about how confident they feel about music, particularly creating and performing. It is the aim that all children will grow in self confidence in their abilities in music and will develop a growth mind set in regards to their efforts within the subject. |
| Interest | This element of the monitoring process will be assessed on the level of interest and enthusiasm the children have within the lessons and their resilience within learning new instruments or compositions. Continuation of music learning outside of school will also encompass this quality and all home learning will be celebrated in the classroom along with the interest and partaking in musical and performing arts clubs. |
| Ambition | Photographs and videos will be used as evidence to show the children seeking to improve their learning and working on feedback. |
| Knowledge | End year quizzes will be conducted by class teachers to assess the understanding of vocabulary and key learning along with assessment of videos and photographs throughout the year. |

3.2.2 Attainment and End of Year Expectations

Attainment is tracked using the End of Year Expectations produced by the National Curriculum (see appendix 6) and the progression of skills document.

To assist judgements of either Working Towards (WTS), Expected (EXS) or Working at Greater Depth (GDS), the Progression of Skills document is used as the measure of Working at the Expected standard, i.e. a child demonstrating the skills in their year group is working at the Expected standard. A child working beyond their age group skills, is assessed to be working at Greater Depth.

Progress is measured individually by assessing all work in sketchbooks and keeping a portfolio of work throughout the year. A progress score of 1, 2 or 3 is given at the end of the year accordingly:

- 1 Less than expected progress made
- 2 Expected progress made
- 3 Above and beyond expected progress made
- 4 **Review and update**

This policy is to be reviewed on a yearly basis by the subject leader.

Appendix 1 – Progression of Skills

Stanah Primary School- Music Progression of Skills

| EYFS | | |
|---|--|---|
| 0-3 Years | 3-4 years | Reception |
| <ul style="list-style-type: none"> • Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs. Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. • Enjoy and take part in action songs. | <ul style="list-style-type: none"> • Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. | <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG- Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others. • When appropriate, try to move in time with music. |

| Music Year 1 | | Autumn | | Spring | | Summer | |
|------------------------------|---|---|----------------------|---|-----------------------|--|----------------------------|
| | National Curriculum strand | Project: Chaos and the Calm The children are invited to think of rain imagery as they listen to a "raindrop bop!" They learn a melody together, singing and clapping to a well-known tune | | Project: <u>Bish Bash Bosh</u> | | <u>Artsweek project</u> | |
| | Composer focus | Amy Beach | | Johannes Brahms | | Recorders | |
| Performance | To use their voices expressively and creatively by singing songs and speaking chants and rhymes | To perform the Hockey <u>Cockeye</u> using voices and clapping 1S Class Assembly | | 1P Class Assembly | | Recorder performance | |
| Play | To play tuned and untuned instruments musically | Use "Tonic Sol-Fa" to sing the syllables that represent note pitches. | | Use body percussion and percussion instruments | | Children to learn the recorder | |
| Listen and appreciate | To listen with concentration and understanding to a range of high-quality live and recorded music | Listen to the "Raindrop Bop!" What instruments can be heard? Discuss the narration and context of the music. | | Listen to "Hungarian Dance." Discuss tempo and <u>rubato</u> . | | Listen to a variety of piece of recorder music | |
| Composition | To experiment with, create, select and combine sounds using the inter related dimensions of music | | | Create an accompaniment using body percussion and percussion | | | |
| History | | Renaissance 1400-1600 | Baroque 1600-1750 | Classical 1750-1820 | Romantic 1820-1900 | Modern 1890-1960 | Contemporary 1960-2000s |

| Music Year 2 | | Autumn | | Spring | | Summer | |
|------------------------------|---|---|----------------------|---|-----------------------|-------------------------|----------------------------|
| | National Curriculum strand | Project: A Dragons POV The children listen a story about a dragon and invited to tap and chosen word using the <u>OOOXXO</u> code. The children will be invited to respond to durations of sound with movement. | | Project: Trolls The children listen to a poem narrated along with the track and some hidden musical terms for the children to look out for. | | <u>Artsweek project</u> | |
| | Composer focus | Ludwig Van Beethoven | | Edvard Grieg | | <u>Trinitas choir</u> | |
| Performance | To use their voices expressively and creatively by singing songs and speaking chants and rhymes | To perform a rap | | Using percussion instruments as an accompaniment | | Year 2 leavers play | |
| Play | To play tuned and untuned instruments musically | To use their body as a percussion instrument. | | Playing unpitched percussion instruments | | | |
| Listen and appreciate | To listen with concentration and understanding to a range of high-quality live and recorded music | Draw and listen to the music for inspiration | | Listening for the beat | | | |
| Composition | To experiment with, create, select and combine sounds using the inter related dimensions of music | To create their own rap | | Composing short rhythms | | | |
| History | | Renaissance 1400-1600 | Baroque 1600-1750 | Classical 1750-1820 | Romantic 1820-1900 | Modern 1890-1960 | Contemporary 1960-2000s |

| Music Year 3 | | Autumn | | Spring | | Summer | |
|-----------------------|--|---|----------------------|---|-----------------------|---|----------------------------|
| | National Curriculum strand | Project : Starry night The children will create a rhythmic pattern and a melodic line based on the adaptation of 'Twinkle <u>Twinkle</u> ' | | Project: Aliens The children learn about word setting by substituting words in the learnt song. | | Artsweek project African Drumming | |
| | | Composer focus Luigi Boccherini | | Composer focus Modest Mussorgsky | | | |
| Perform and play | Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Performing as a round and playing the melody of Twinkle <u>Twinkle</u> , Performing triple metre (3 beats in a bar) Year 3 Harvest service | | Sing a popular tune | | | |
| Listen and appreciate | Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | Listen for the 3 beats in a bar. | | Listening to scary music with an appropriate scary story. | | | |
| Composition | Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. | Compose a melody with a rhythmic accompaniment | | Composition of a song | | | |
| History | Develop an understanding of the history of music. | Renaissance 1400-1600 | Baroque 1600-1750 | Classical 1750-1820 | Romantic 1820-1900 | Modern 1890-1960 | Contemporary 1960-2000s |

| Music Year 4 | | Autumn | | Spring | | Summer | |
|-----------------------|--|--|----------------------|---|-----------------------|---|----------------------------|
| | National Curriculum strand | Project : Rolling The children learn 2 independent melodies by echo singing (copying). | | Project: Running away The children will learn about the 4 rhythmic note values, applying them through actions and words that accompany the music. | | Artsweek project Lancashire music petting zoo | |
| | | Composer focus Fanny Hensel | | Composer focus Wolfgang Amadeus Mozart | | | |
| Perform and play | Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Perform <u>2 part</u> singing Year 4 Christmas service | | Clapping chorus patterns in response to a <u>teachers</u> verse. | | | |
| Listen and appreciate | Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | Listening to and understanding the beat in the music | | Listening to the difference between a chorus and a verse. Understanding rhythm and structure. | | | |
| Composition | Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. | Improvise movement to accompany the music | | Composing and performing rhythm | | | |
| History | Develop an understanding of the history of music. | Renaissance 1400-1600 | Baroque 1600-1750 | Classical 1750-1820 | Romantic 1820-1900 | Modern 1890-1960 | Contemporary 1960-2000s |

| Music Year 5 | | Autumn | | Spring | | Summer | |
|-----------------------|--|---|----------------------|--|-----------------------|---|----------------------------|
| | National Curriculum strand | <u>Project</u> : What's your accent? Children are introduced to and develop an understanding of musical accents through a variety of directed tasks. | | Project: Round and Round The children learn to clap in cannon and a song in <u>2 part</u> cannon. | | Artsweek project Brass workshop | |
| | | Composer focus Amadeo Roldan Y <u>Gardes</u> | | Composer focus Johann Pachelbel | | | |
| Perform and play | Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasingly accuracy, fluency, control and expression. | Tapping the steady beat Performing accents, beats, rhythms and cross rhythms | | Performing a cannon (melodic and rhythmic) Year 5 Easter service. | | | |
| Listen and appreciate | Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | | | Understanding the structure of a cannon | | | |
| Composition | Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. | Composing rhythmic patterns | | | | | |
| History | Develop an understanding of the history or music. | Renaissance 1400-1600 | Baroque 1600-1750 | Classical 1750-1820 | Romantic 1820-1900 | Modern 1890-1960 | Contemporary 1960-2000s |
| Music Year 6 | | Autumn | | Spring | | Summer | |
| | National Curriculum strand | <u>Project</u> : This means war! The children learn to clap the ostinato before performing and devising their own ostinato patterns. | | Project: Bryony Blackbird The children are exposed to a graphic score before devising sounds that accurately reflect the score. | | Artsweek project Digital composition | |
| | | Composer focus Gustav Holst | | Composer focus | | | |
| Perform and play | Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasingly accuracy, fluency, control and expression. | Perform ostinato by clapping and using body percussion, mimicking a snare drum. | | Perform the narrated poem and critique themselves. | | Year 6 Leavers play | |
| Listen and appreciate | Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | Listen to the ostinato audio. Understanding irregular metre. | | Listening to a poem | | | |
| Composition | Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. | Composing ostinato patterns | | Compose sounds that accurately reflect the graphic score. | | | |
| History | Develop an understanding of the history or music. | Renaissance 1400-1600 | Baroque 1600-1750 | Classical 1750-1820 | Romantic 1820-1900 | Modern 1890-1960 | Contemporary 1960-2000s |

Appendix 2 – Listen and Appraise - List of Key Musicians

Appendix 3 – The Interrelated Dimensions of Music

Musical Vocabulary: Years 1–6

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.

Appendix 5 – Music in EYFS

The most relevant statements for music are taken from the following areas of learning:


- Communication and Language
- Physical Development
- Expressive Arts and Design

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

Appendix 7 – End of Year Expectations

EYFS- Early Learning Goals

| | | | |
|-----|----------------------------|----------------------------------|--|
| ELG | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
|-----|----------------------------|----------------------------------|--|

| KS1 Expectations |
|--|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.  |
| KS2 Expectations |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • 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. |