



## **MUSIC POLICY – APRIL 2024**

At St Stephen's CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision: *for with God, nothing is impossible* Luke 1 : 37, helps support and guide our whole school community in striving to beat our previous best endeavours. Throughout the year, we re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worships for our whole school community at St Stephen's Church, once a year.

|              |          |          |             |          |          |
|--------------|----------|----------|-------------|----------|----------|
| Autumn 1     | Autumn 2 | Spring 1 | Spring 2    | Summer 1 | Summer 2 |
| Thankfulness | Respect  | Hope     | Forgiveness | Love     | Trust    |

**ASPIRE Curriculum** - Key Principles:

**A** whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills,

**S**timulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking


**P**lacing nurturing, lifelong learning behaviours – resilience, risk taking, independence, perseverance, and pride in success - at the heart of our curriculum

**I**nclusivity and flexibility which allows us to cater for individual needs, abilities and interests

**R**evisiting key knowledge, skills and vocab, so pupils know more and remember more

**E**ncompassing the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted

**Luke 1:37 "For with GOD nothing shall be impossible"**



**#ASPIRE**

The key principles of our ASPIRE vision support our decision-making process at St Stephen's CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.

### **Our 'Aspire Curriculum' Key Principles:**

A whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills,

Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking

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Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests

Revisiting key knowledge, skills and vocab, so pupils know more and remember more

Encompassing the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted

### **What is Music?**

#### **1 Introduction**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Our aims in teaching Music are that all children will:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### **2 Intent**

Music is a means for us all to come together as one at St Stephen's. It is a source of great enjoyment for all and also proves to be an effective means of promoting wellbeing for adults and children alike. Children have the opportunity to express themselves and their individual ideas through music. Music is shared with our school community via our social media platforms and school website. Also, children are given the opportunity to demonstrate their musical progress through live performances in school, church and the wider community.

We have designed a bespoke curriculum in Music based on the Charanga Music Scheme. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

We have selected to base our curriculum on the Charanga scheme due to its impressive training and guidance on implementing a high quality Music curriculum and Charanga having active partnerships with over 80% of music education hubs and services (for example see Music Mark Subject Association: <https://www.musicmark.org.uk/resources/charanga-musical-school/>)



Our leaders are outwardly facing and as such review and reflect upon the direct impacts and wider impacts of research and reports to better our previous best offers within each subject. To support our Music Curriculum, we have researched the Charanga scheme.

The impact of this has been an improvement in the sequential planning and understanding of the content of our Music curriculum, ensuring that all children can have their learning adapted to their needs and enabling them to aspire.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Our Music Curriculum enables 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. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Additionally, following the National Plan for Music Education we intend:

- For music to be taught as a robust foundation subject, with a high-quality curriculum delivered for at least 1 hour per week in Key Stages 1-2, supported by co-curricular activities
- To build on the Model Music Curriculum document published in 2021 in ensuring we emphasise partnerships between schools, music hubs, music organisations and the industry
- To achieve a vision by 2030 of enabling all children and young people in our school community to have access to a high-quality music education

Christian values and practice underpin all aspects of school life, including our Music Curriculum. We learning and performing songs which explore our Christian values and relate to our school ethos. We seek to engage in I SING POP projects in church. We have performed in the Festival Manchester 2022

alongside the Soul Children Choir. Music whether it be listening/appraising or singing is built into Collective worship and RE sessions. We learn to sing songs from different cultures and often sing in different languages to embrace and celebrate our diversity.

### **3 Implementation**

Music will be taught weekly in each half term, within each year for at least an hour. The objectives are taken directly from the National Curriculum. We revisit these objectives to support retrieval of the knowledge gained and build on and consolidate learning. The subject leader, alongside class teachers and the Curriculum lead have developed a curriculum, personal to the children from our school, to ensure breadth and coverage. Unlocking tasks may be set before the start of a new topic for homework. This task will inspire children's thoughts about the area/unit and encourage additional research and conversations about their learning at home.

The children will have a knowledge organiser at the beginning of each topic, to show the specific Music knowledge, skills and vocabulary that they will learn throughout the topic.

The knowledge organiser will also be added to the half termly newsletter for each year group so that parents can access this and encourage their children to deepen their knowledge outside of school.

During lessons in the medium-term plans have been sequenced to ensure that;

In Key Stage 1, pupils will 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.

In Key Stage 2, pupils will 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.

Teachers annotate their MTPs and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN, EAL and Pupil Premium children, a plan for the TA and their role, an evaluation and next steps by the teacher and TA from their observations of the lesson- for every lesson.

**All ages:**

Lesson objectives must start with an 'I can statement..' for all lessons. Teachers will cover the 5-part lesson for the lessons just like in all other subjects.

Review and do- Verbal and group / paired questions and recap, demonstration. (2mins) Key points and focus from last lesson from MTP

Retrieval- verbal or paper based but logged on a class register (score out of /10 (ks2). or /6 (ks1).) . Qs logged on MTP or attached as part of planning. (5mins).

Hook- Teacher led and visual with demonstration. Part of the power point. In our Music lessons, this is often seen as listening and appraisal portions of the lesson. (8mins)

Guided practice-practical and teacher led. Key points/small steps as logged through the MTP and KO used and re-emphasised. In Music this is often the warm up exercises. (15mins)

Independent practice-Routine/ activity to implement performance/composition/ skills taught/ small, sided games. To include neat return of instruments (30mins).

An important part of the Music curriculum is the ability to retain and re-use knowledge, vocabulary and skills in a progressive and developmental way throughout the journey through school. Retrieval practice takes place within each lesson. It is created to re-visit key areas from the unit being covered and also other previous units for the children. It would be expected that children will receive retrieval questions explicitly from the Knowledge organisers from the units. Teachers will use this as a teaching assessment tool too as it will show the understanding and retention of the key information taught. Retrieval practice will see more able children challenged to show their ability or gaps eg. A GDS child in Y2 would be expected to show that they are capable of retaining more complex knowledge.

At the end of the unit, the children complete an extended retrieval activity. For our pure SEND children we have realised through monitoring that the final assessment in some topics is not effective in illustrating the progress that these children have made.

#### Summative assessment

To use summative assessment effectively, class teachers will complete their assessment grids after the impact task. Dependent upon the impact task, class teachers will work collaboratively with the subject leader to agree and create a benchmark for the cohort at WTS/ EXP and GDS. This will inform a judgement as to whether the child is working towards, expected or greater depth.

#### 4 Support for SEND

Weekly Music lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to needs. Such examples of these may be simpler/more complex skills or using lower/higher intensity/ speed of activity. This may also in Music look like types questioning in order to gauge children's musical

understanding, ie open-ended questioning and using the outcomes to guide formative assessment.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children's understanding of Music vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's medium-term plans. It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

A pupil's English ability should not be a barrier to their Music knowledge, skills and understanding. Therefore, we feel that at times it is necessary for pupil to verbalise their responses, have their work demonstrated when appropriate.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

After specific monitoring of the SEND as a school we realised that children were not achieving in their retrieval practice at the start of the 5-part lesson. SEND children will still complete a retrieval exercise but this will be differentiated to their level.

Examples of how pupils with SEND are supported:

- Every lesson begins with retrieval which supports links to prior learning.
- Vocabulary and knowledge from previous topics and year groups is revisited each lesson.
- Support with understanding and use of practical movements/ visuals
- Extra teacher/ TA support
- Children may be placed in mixed ability groups and talk partners to provide positive role models.

Examples of how Greater Depth pupils are challenged:

- Applying the learning and vocabulary with a great level of independence and accuracy.
- Differentiated, challenging work is created
- Extension activities prepared and given to children as a challenge

#### **4 Impact**

At the end of the unit, teachers deliver an assessment task to give children the opportunity to share their knowledge from that topic. The impact tasks involve an extended end of unit quiz to recall facts and knowledge. Children will show the knowledge they have gained during practical lessons in a formative way too. Teachers use the quiz, practical work or detailed mind map to formally assess

each individual child. They are assessed against National Curriculum objectives to be working towards the year group expectation (WTS), working at the expected standard for their age group (EXS) or working at greater depth (GDS) within Music. Staff input the children's initials on their year group assessment document (found on the shared drive). This is used to formulate an end of year judgement for the child's summative assessment, recorded on the pupil's end of year report.

Any photographic and video evidence should be saved in the shared area as evidence for assessment. Pupils can also be assessed against their retrieval of the knowledge organiser. This needs to include the date, the activity, the initials of children. The teacher uploading this is responsible for deleting it in line with GDPR timescales (12 months)

### 5 Equal Opportunities

The Governing Body and School Staff are committed to ensuring that all members of the School Community are treated fairly and with equality. We will comply with relevant legislation and implement School policy in relation to race, equality, disability equality and gender equality.

In Music, the children are exposed to the diverse and multi-cultural world in which we live in. They are taught to respect differences in people, places and communities. We provide a quality education that is inclusive and equips our children to be lifelong learners. We encourage confident, caring and respectful citizens at all times. They do this by the use of musical role models from differing cultures, genders and abilities/ disabilities in the 5-part lesson power points/ teacher demonstrations or teaching points as well as looking for opportunities to develop knowledge and understanding.

### 6 Pupils' Records of work

As Music is a very practical subject, teachers record pupils' work on Sharepoint. The work is expected to be of the same standard as that in other core subjects. Classes may also perform items that they have worked on during their Music sessions in end of half term collective worship services or assemblies.

### 7 Resources

Resources are kept both in a central store for use when appropriate. Teachers are responsible for ensuring that risk assessments are in place for their activities and that equipment is prepared and ready for their lessons to ensure maximum lesson length is gained on all occasions. Damaged, lost and broken equipment must be immediately reported by email to the Music lead and caretaker by the teacher taking the lesson.



## 8 Strategies for the teaching of Music

We use a variety of teaching and learning styles in our Music lessons based on the Ofsted research reviews. These include:

High levels of guidance and modelling for novice students, providing ongoing feedback on component skills.

Teachers demonstrating what high-quality musical responses should sound like and the processes to achieve those outcomes.

Opportunities for productive struggle with an appropriate level of challenge.

Ample practise time broken into component parts to avoid cognitive overload.

Formative assessment focused on the specific skills needed to progress.

Connecting technical and constructive aspects to enhance expressive qualities.

## 9 Best Practice in Music

The subject leader has researched strategies for best practice from national associations for Geography, such as the local music hub (Greater Manchester Music Hub) and our partnership with Tameside MBC Music Services. We have also included research and insights from the Model Music Curriculum to ensure a high-quality approach to the teaching of Music at St Stephen's CE.

## 10 Classroom Support

Teaching Assistants and helpers are used in Music to assist:

- In the classroom throughout the school by working with groups and individuals on task
- Preparing equipment and lesson items
- In providing targeted and positive support to those pupils identified with difficulties
- In providing other help, such as preparation of resources and display work
- To visit (re visit) key Knowledge, Skills and Vocabulary with focus children before the lesson/ activity ie. Pre-teach and re-visit sessions

## 11 Display

All classes have a 'knowledge Organiser' displayed on the wall. For foundation subjects and for Music this should include visuals of the small steps to learning as well as role models from a diverse and mixed set of musicians. It will also include items linked to our co/extra curricular clubs and teams as well as links to local music opportunities and clubs so that children (and families) are able to extend their engagement within the local community.

## 12 Rewards

Children's work will be rewarded using praise, stickers, house points in line with the school behaviour policy. Staff may also recognise individual talents in Music or specific work/ skills and

celebrate this in our whole school Celebration assembly. The children will be rewarded with a certificate, outlining their achievement.

## **Appendix 1 – 'What ASPIRE looks like in PE'**

### **1. What do you aim to achieve in your curriculum?**

**A – A whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills.**

The Music curriculum has been sequenced to build upon the units in each year group and key stage and to develop learning from other subjects across the Primary curriculum. We revisit National curriculum objectives throughout the school curriculum map, in order to extend and consolidate previous knowledge. We provide the children with knowledge organisers at the start of, and to utilise throughout the topic to develop their vocabulary and aid their knowledge retrieval. Music lessons are coherently structured to ensure the strands of musical learning are part of a learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

**S – Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking.**

Our Music curriculum is sequenced to build upon four musical areas each session: singing, listening, composing and performing. Pupils have a relevant curriculum, learning about musicians and music styles from the local area as well as culturally diverse experiences. Children learn about different elements and strands of music and build upon these in a spiral structure so their skills and understanding grow and develop. We offer the children rich and relevant experiences, such as watching live or recorded performances and taking part in performing to a larger audience in school, church and even our local Guide Bridge Theatre.

**P – Placing nurturing, lifelong learning behaviours – resilience, risk taking, independence, perseverance, and pride in success - at the heart of our curriculum.**

The curriculum has been structured to teach and reflect upon applicable skills which children can use in their own lives, whether in the music field or transferable across other disciplines. We encourage the children to appraise a variety of music styles to recognise their own personal preferences as well as developing appreciation for music not to their tastes. Our teaching strategy includes Rosenshine's principles and regular retrieval practice boosts independent learning and resilience. Music inspires children to persevere when preparing for a performance and ultimately to take pride in their development as they progress through the curriculum.

**I – Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests**

All pupils are able to access our Music curriculum and teachers adapt plans where necessary to cater for individual needs. Differentiated support, task and outcome can support and challenge all

learners to achieve their full potential and inspire a hunger to develop and perform to the best of their ability. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

**R- Revisiting key knowledge, skills and vocab, so pupils know more and remember more.**

Musical knowledge is revisited at the start of every lesson by using their retrieval practice. Key vocabulary is regularly reviewed and discussed. Musical notation and theory is referred to each lesson as Music lessons are taught weekly for at least an hour as outlined in the National Plan for Music Education.

**E -Encompassing the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted**

Our Music curriculum inspires a curiosity about the different people, faiths and cultures that express themselves through different types of music. Christian values are embedded in our curriculum, particularly respect, thankfulness and trust. An appreciation of music inspires our children to reflect on their own spirituality and well-being as they identify forms of musical expression that they align with and helps them articulate their understanding of their lived experience.

2. What is the reason for your curriculum design?

The LTP for Music has been designed this way to allow for progression in musical skills and knowledge of musical terms and strands.

|        | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--------|---|---|--|--|---|---|
| Year 1 | <b>Hey You</b><br>Core Concept/Style:<br>Pulse<br>Rhythm<br>Old-School Hip-Hop                    | <b>Rhythm In The Way We Walk/Banana Rap</b><br>Core Concept/Style:<br>Rhythm<br>Pitch<br>Reggae                   | <b>In the Groove</b><br>Core Concept/Style:<br>Different styles of music<br>(Blues, Latin, Folk, Funk, Baroque, Bhangra) | <b>Round and Round</b><br>Core Concept/Style:<br>Different styles of music<br>(Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion) | <b>Your Imagination</b><br>Core Concept/Style:<br>Using imagination<br>Creativity<br>Pop                        | <b>Reflect, Rewind and Replay</b><br>Core Concept/Style:<br>History of Music<br>Language<br>Western Classical |
| Year 2 | <b>Hands, Feet, Heart</b><br>Core Concept/Style:<br>South African Music                           | <b>Ho, Ho, Ho</b><br>Core Concept/Style:<br>Festivals (Christmas)<br>Rap  | <b>I Wanna Play in a Band</b><br>Core Concept/Style:<br>Playing in unison<br>Rock  | <b>Zootime</b><br>Core Concept/Style:<br>Reggae<br>Animals   | <b>Friendship Song</b><br>Core Concept/Style:<br>Friendship (link to value of Trust)<br>Pop                     | <b>Reflect, Rewind and Replay</b><br>Core Concept/Style:<br>History of Music<br>Language<br>Western Classical |
| Year 3 | <b>Let Your Spirit Fly</b><br>Core Concept/Style:<br>History of Music Styles<br>RnB               | <b>Gluckenspiel Stage 1</b><br>Core Concept/Style:<br>Theory<br>Composition                                       | <b>Three Little Birds</b><br>Core Concept/Style:<br>Reggae<br>Animals  | <b>The Dragon Song</b><br>Core Concept/Style:<br>Different styles of music<br>Using imagination<br>Pop   | <b>Bringing Us Together</b><br>Core Concept/Style:<br>Friendship (link to value of Trust and Respect)<br>Discor | <b>Reflect, Rewind and Replay</b><br>Core Concept/Style:<br>History of Music<br>Language<br>Western Classical |
| Year 4 | <b>Ukeles</b><br>Led by Tameside MBC Services   | <b>Ukeles</b><br>Led by Tameside MBC Services   | <b>Ukeles</b><br>Led by Tameside MBC Services  | <b>Ukeles</b><br>Led by Tameside MBC Services  | <b>Ukeles</b><br>Led by Tameside MBC Services   | <b>Ukeles</b><br>Led by Tameside MBC Services   |
| Year 5 | <b>Livin' On A Prayer</b><br>Core Concept/Style:<br>Anthems<br>History of Music Styles<br>Rock    | <b>Classroom Jazz 1</b><br>Core Concept/Style:<br>Improvisation<br>History of Music Styles<br>Bossa Nova<br>Swing | <b>Make You Feel My Love</b><br>Core Concept/Style:<br>History of Music Styles<br>Pop Ballads                            | <b>Fresh Prince of Bel Air</b><br>Core Concept/Style:<br>History of Music Styles<br>Composition<br>Hip-Hop<br>Rap                                  | <b>Dancing In The Street</b><br>Core Concept/Style:<br>History of Music Styles<br>Motown                        | <b>Reflect, Rewind and Replay</b><br>Core Concept/Style:<br>History of Music<br>Language<br>Western Classical |
| Year 6 | <b>Happy</b><br>Core Concept/Style:<br>Happy (link to school value Thankfulness)<br>Pop<br>Motown | <b>Classroom Jazz 2</b><br>Core Concept/Style:<br>Improvisation<br>History of Music Styles<br>Latin<br>Blues      | <b>A New Year Carol</b><br>Core Concept/Style:<br>Festivals (Christmas)<br>History of Music Styles<br>Urban Gospel       | <b>You've Got A Friend</b><br>Core Concept/Style:<br>Women in Music<br>Industry<br>Composition<br>Pop Ballad                                       | <b>Music and Me</b><br>Core Concept/Style:<br>Women in Music<br>Industry<br>Composition<br>Contemporary         | <b>Year 6 Performance</b><br>Core Concept/Style:<br>Language<br>Consolidate learning from previous years      |

How did you achieve class teachers/ TA sharing this understanding before they teach your subject?

Music is an integral part of the new curriculum. We valued support from colleagues within our local music hub and LEA (as well as independent research) to provide us with starting points for our curriculum journey. Staff meetings were assigned to the development of this subject, so that all stakeholders had the opportunity to understand the development and reasoning behind the curriculum design.

As the subject leader, part of my role is to ensure that staff have a topic overview and a clear guidance as to which elements of the Knowledge Organiser are to be learned within each lesson, and a knowledge Organiser as their starting point.

Alongside staff meetings; valuable, informal conversations and drop ins regularly take place to check on understanding and clarify any questions that staff may have. Rigorous monitoring ensures that staff have the correct expectation and understanding of the subject.

3. Explain what knowledge, progression and sequencing means in your subject?

Knowledge is (an example):

In Music, we aspire for the children to know about interrelated dimensions of music, key musical styles and figures.

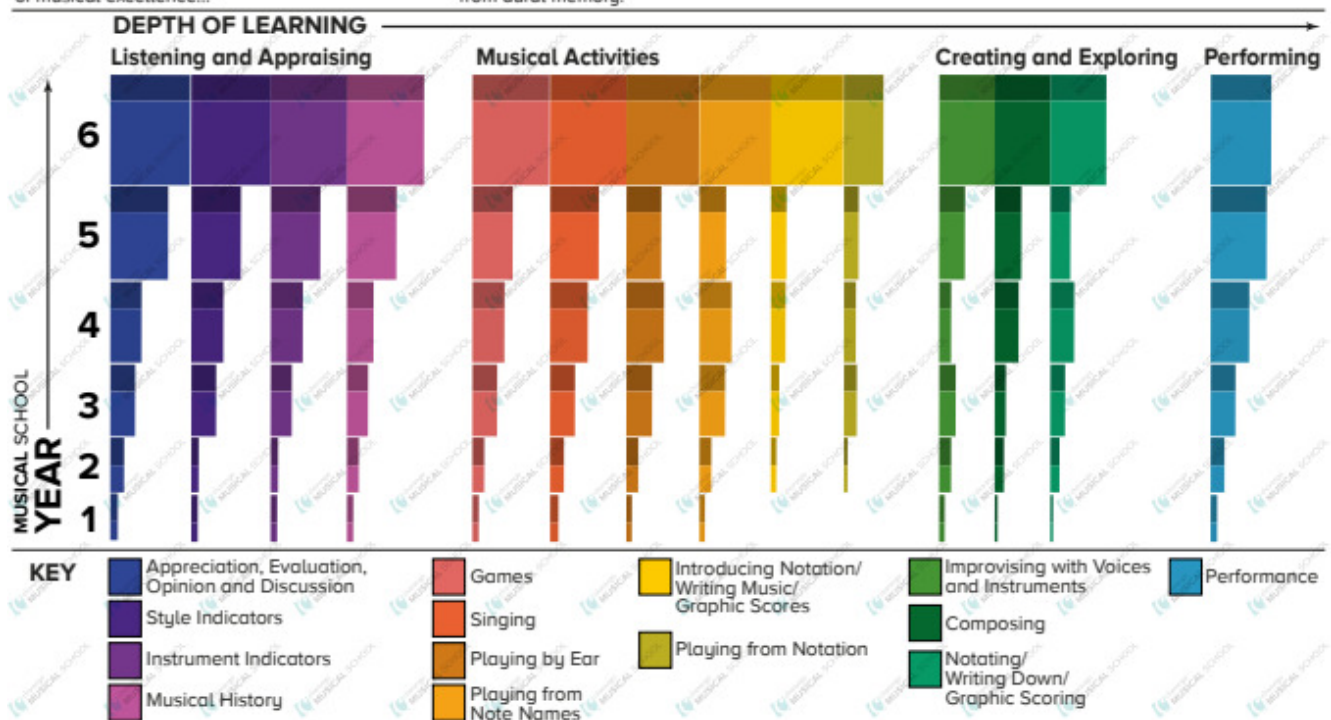
The below diagram illustrates the coverage of musical activity that our curriculum covers and how this progresses in depth as children move through the curriculum:

**National Curriculum 2014:**

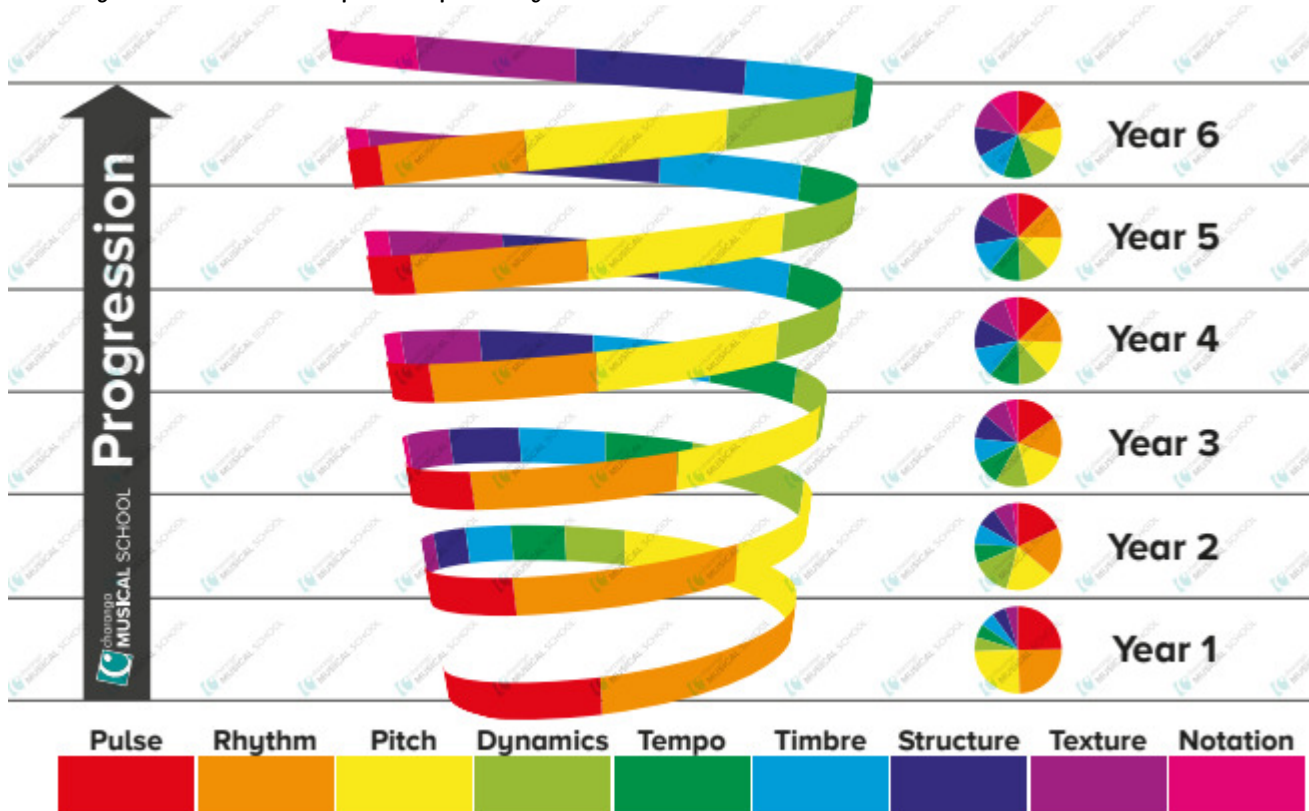
"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



Within each year group, the focus on different dimensions of music is more geared towards more simpler dimensions in KS1 to provide a stronger foundation of these key musical concepts before moving on to more complex aspects of Music:



The curriculum has been sequenced in this way to provide opportunities to retrieve their knowledge learned from previous years and to build upon this.

#### 4. How do you promote Reading, Writing and Maths in your subject?

At the start of each lesson, children 'read' their Knowledge organiser. This is a document where they are exposed to and learn new subject-specific vocabulary. The children read the definitions to deepen their understanding. During lessons, staff plan high-quality questions and information for reading across the curriculum. This may be in the form of non-chronological reports about certain musicians or information about the inspiration for certain pieces of music.

Music is a numerate subject and uses mathematical concepts in some way in most lessons; for example, counting in patterns for timing in Music (4/4 2/2, 6/8 and so on)

#### Appendix 2 – How the Music ASPIRE curriculum meets the needs of the National Curriculum.'

##### Year 1

## Listen and Appraise

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> </ul> | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. |

## Singing

| Knowledge  | Skills   |
|--|--|
| To confidently sing or rap five songs from memory and sing them in unison. | <ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul> |

## Playing

| Knowledge   | Skills   |
|---|--|
| <ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> </ul> | <ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader.</li> </ul> |

## Improvisation

| Knowledge   | Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise!</li> </ul> | <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol> |

## Composition

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul> | <ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> |

## Performance

| Knowledge   | Skills   |
|---|--|
| A performance is sharing music with other people, called an audience. | <ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul> |

## Year 2

## Listen and Appraise

| Knowledge   | Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>To know five songs off by heart.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul> | <ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul> |

## Singing

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul> | <ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul> |

## Playing

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> </ul> | <ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul> |

## Improvisation

| Knowledge   | Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise, and you can use one or two notes.</li> </ul> | Use the improvisation tracks provided. Improvise using the three challenges: <ol style="list-style-type: none"> <li>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol> |

## Composition

| Knowledge  | Skills   |
|--|--|
| <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> | <ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul> |

## Performance

| Knowledge   | Skills   |
|---|--|
| <ul style="list-style-type: none"> <li>● A performance is sharing music with an audience.</li> <li>● A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>● An audience can include your parents and friends.</li> </ul> | <ul style="list-style-type: none"> <li>● Choose a song they have learnt from the Scheme and perform it.</li> <li>● They can add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> </ul> |

## Year 3

## Listen and Appraise

| Knowledge   | Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its lyrics: what the song is about</li> <li>○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the song</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul> |

## Musical Activities: Singing

| Knowledge   | Skills   |
|---|--|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul> | <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul> |

## Musical Activities: Playing Instruments

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul> | <ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part (or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul> |

## Musical Activities: Improvisation

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> | <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Copy Back</b> – Listen and sing back</li> <li>◦ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>◦ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>◦ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> |

## Musical Activities: Composition

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> |

## Performance

| Knowledge  | Skills   |
|--|--|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> | <ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul> |



## Listen and Appraise

| Knowledge  | Skills   |
|--|--|
| <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the song.</li> </ul> | <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> </ul> |

## Singing

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> </ul> | <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul> |

## Playing

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> | <ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul> |

## Improvisation

| Knowledge  | Skills   |
|--|--|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> | <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li><b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li><b>Copy Back</b> – Listen and sing back melodic patterns</li> <li><b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li><b>Silver Challenge:</b> <ul style="list-style-type: none"> <li><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li><b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li><b>Gold Challenge:</b> <ul style="list-style-type: none"> <li><b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li><b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> |

## Composition

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> | <ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or all five different notes.</li> <li>● Plan and create a section of music that can be performed within the context of the unit song.</li> <li>● Talk about how it was created.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> |

## Performance

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> | <ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul> |

## Year 5

## Listen and Appraise

| Knowledge   | Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about:             <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul> |

## Singing

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo.</li> <li>● To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul> |

## Playing

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble staff</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> | <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul> |

## Improvisation

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> | <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li>1. <b>Play and Copy Back</b> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. <b>Play and Improvise</b> You will be using up to three notes:           <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. <b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:           <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> |

## Composition

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> | <ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> |

## Performance

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> | <ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul> |

## Year 6

## Listen and Appraise

| Knowledge   | Skills  |
|---|---|
| <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about:             <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul> |

## Singing

| Knowledge  | Skills  |
|--|---|
| <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul> |

## Playing

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> | <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul> |

## Improvisation

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> | <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li>1. <b>Play and Copy Back</b> <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>○ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. <b>Play and Improvise</b> You will be using up to three notes:           <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li>○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. <b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:           <ul style="list-style-type: none"> <li>○ <b>Bronze</b> – Improvise using one note.</li> <li>○ <b>Silver</b> – Improvise using two notes.</li> <li>○ <b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> |

## Composition

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul> | <ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> |

## Performance

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with an audience with belief</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> | <ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul> |

Appendix 3 – 'Best practice for teaching and learning'

# Ofsted's Music Subject Report - Striking the Right Note - Sep 23

***'Music teaching too variable in quality  
and often not given enough time'***

## Report Highlights

- The strongest aspect of the curriculum in primary schools was teaching pupils to **sing**
- Considerable variation in the amount of curriculum **time** allocated to music in key stage 3

His Majesty's Chief Inspector, Amanda Spielman, said:

*I'm pleased to see primary schools making music more prominent in the curriculum. However, music is not given enough **time** in secondary schools and it's clear that in most schools, **teachers need more support** to deliver a **high-quality** music education.*

# Curriculum and Assessment

- We don't endorse or recommend schemes of work, **not even the model music curriculum** we don't just look at the resources... at the curriculum intent... What's as important is the implementation by the teacher and that **implementation from the teacher leads to the impact**.
- If you can show us a great curriculum, a great **sequenced** curriculum that has challenging work in each year group, that is **ambitious** in terms of the **technical, constructive and expressive knowledge** young people learn and they deliver it in their work that is recorded and they can show you and show us at the end of each stage in education that's progress.

## technical, expressive, constructive

**'These three elements are interrelated, they're interdependent and we teach them all together.'**

Technical: Intention into sound (e.g. notes on a page)

Constructive: Implementation of the components (knowledge of how they are constructed)

Expressive: Creating an Impact (how should it be played/sung? What is a musical performance?)

## Progress, Progress, Progress

- Supporting subject leaders to develop a curriculum **that deliberately and incrementally** teaches all pupils to become more musical.
- Making sure that all pupils can **develop** their musical talents and interests, by offering extra-curricular activities as well as instrumental and vocal lessons.
- Ensuring that teachers provide **ongoing** feedback to pupils that improves pupils' music-making in both technique and expressive quality.
- Continuously **developing** teachers' subject knowledge, including their musicianship skills and their understanding of what high-quality music-making should sound like for pupils in the age group they teach; this approach should align with the choices set out in the school's curriculum.
- Actively seeking the support of local music hubs or other sources of expertise when **developing** and improving the curriculum.

## Composition

In most schools, across all phases, the weakest aspect of the curriculum was teaching pupils to become better at **composition**

**How do you feel about teaching composition?**

**Why?**

## Appendix 4 – ‘Music in EYFS’

Music within the EYFS takes place within the specific area of Expressive Arts and Design, however it impacts multiple areas within the EYFS Framework as illustrated below:

|           |                            |   |
|-----------|----------------------------|---|
| Reception | Communication and Language | <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>   |
|           | Physical Development       | <ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>  |
|           | Expressive Arts and Design | <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> |

. The aim for our EFYS children is to achieve the Early learning Goals, as listed below:

|     |                            |                                  |  |
|-----|----------------------------|----------------------------------|--|
| ELG | Expressive Arts and Design | Being Imaginative and Expressive | <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> |
|-----|----------------------------|----------------------------------|--|

Within this area of learning children within the EYFS, children at St Stephen’s CE are immersed in a curriculum which encompasses Music.



## Appendix 5- How do we know schema can be recalled to show that learning has taken place?

### Introduce new learning...follow these next steps (chunked lessons)

First...

- ▶ Use the [Rosenshine](#) principles to help you think about the small steps
- ▶ Vary the small steps that you use each lesson
- ▶ Question understanding of the children with a range of different question styles to determine how well material is being learned

Then...

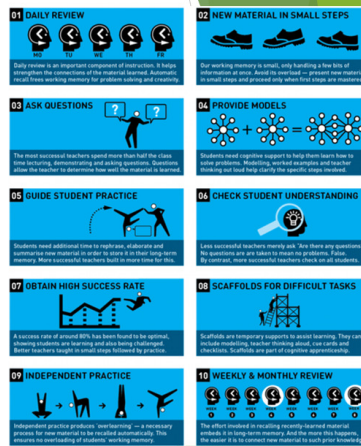
- ▶ Guided practice to support committing learning to memory supports the next step...
- ▶ Independent Practice (Scaffold so all learners can access it)
- ▶ Challenge - some children may wish to add more that they have learned within the lesson

Finally...

- ▶ Children check their work

Do this because...

- We want to challenge all learners
- We want to make learning accessible for all learners
- We want to give children the best opportunities to 'shine'



### At the end of a unit...

Children will also complete an end of unit quiz.

This quiz will be made up of 10 questions.

None of these questions will be new - you will have already used them within your Retrieval Practice at the beginning of each lesson.

Do this because...

- It will support your assessment of WTS, EXS and GDS.
- It provides the children with an opportunity for instant feedback about how much they have learned throughout a topic.
- We want to give children the best opportunities to 'shine'.

| Question  | A  | B   | C   |
|---|--|---|---|
| 1. What is the meaning of the word 'migration'?   | To settle permanently in a nice location.          | The movement of people from one area or country to another. | The number of people who live in one area or country. |
| 2. The definition of a push factor is...  | Something that makes people leave where they live. | Something that attracts people to another place.            | The movement of an object towards you.                |
| 3. The definition of a pull factor is...  | Something that makes people leave where they live. | Something that attracts people to another place.            | The movement of an object away from you.              |
| 4. A person who has been forced to leave their country is known as...                             | An emigrant  | A refugee   | A soldier   |
| 5. The number of refugees coming to the UK over the last ten years has...                         | Increased  | Decreased   | Stayed the same                                       |
| 6. How many people around the world are refugees?   | 15,000   | 15 million  | 15 billion  |
| 7. The number one country of origin (where they are from) for refugees travelling to Europe is... | Nigeria  | Syria   | Iraq  |

## Appendix 6 – ASPIRE in Music (in photographs and links)

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