

Bankfields Primary School

Music Policy



June 2015

Music Policy

This document is a statement of the aims, principles and strategies for the teaching and learning of music at Bankfields Primary School.

What is music ?

Music is a foundation subject within The National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in Key Stage 1 and Key Stage 2 of The National Curriculum where they are categorised into a single attainment target called music.

In the Foundation Stage (Nursery and Reception) basic musical skills are covered within the area of learning; expressive arts and design

Music is a universal language that embodies one of the highest forms of creativity.

The purpose of music in the Primary Curriculum

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.

The aims in teaching music are:

Aims The national curriculum for music aims to ensure that all pupils:

- ♣ 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

Timetabling of music lessons:

In KS1 music is taught every other half term. The sessions take place weekly on an afternoon. In addition to this singing is taught weekly throughout the year. The sessions in KS2, are taught weekly in association with TVMS. During the blocks, the lessons are weekly for half an hour, with a variety of instruments being taught throughout the year.

Teaching and learning:

Foundation Stage:

We teach music in the Foundation Stage through the expressive arts and design strand of the profile. The profile is used as guidance to ensure progression and continuity for children from 3 to 5 years. A two year rolling programme of topics in the Foundation Stage ensures that children are offered increasing challenge and motivation in music as they progress through the school, providing a firm foundation for entry to the KS1 National Curriculum. Music within the Foundation Stage are taught using a cross curricular approach with singing and music making being an important part of the curriculum. Singing is used to teach numbers, topic and English such as nursery rhymes and alphabet work

KS1:

Pupils should be taught to:

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

KS2:

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

- ♣ 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.

Music Curriculum Planning

Planning of the music curriculum takes place within teams and with liaison with the Head teacher and TVMS . We use the 2014 National Curriculum document to inform our planning.

Music is taught through both instrument playing and topics using a cross curricular approach. Planning is supported and reviewed by the music coordinator on a regular basis. Due to the fact we have mixed age classes, we plan on a two year rotation cycle. This ensures that children have complete coverage of the National Curriculum without having to repeat topics and instrument tuition . When planning, we ensure that the needs of all children are met through differentiation.

The contribution of music in other curriculum areas

Music provides an abundance of opportunities for cross curricular approaches. Where relevant and appropriate a thematic approach is adopted.

Information and communication technology (ICT)

ICT plays an important role in the teaching of musical skills and knowledge. The recent purchase of IPADS and green screen technology has enhanced the teaching and learning of music throughout the school. Children are able to compose , perform, and review music using apps such as garage band.

Additionally they are able to research and appreciate music through sites with specific guidance such as itunes, you tube and spotify

Physical Educaion (Dance)

Music plays a significant part in the teaching of dance. Music is used to inspire, create, perform and enhance dance and movement, linked to the topic area being covered

Religious Education

Music is used during assembly and for the teaching of hymns as an act of worship. The hymns that are taught and sang often have a story which is associated with them and retold to the children during the session

English and mathematics

In foundation and KS1 music is used to teach the children nursery rhymes, spelling patterns, alphabet, number sequence, bonds and tables

Assessment

We assess the children's work in music by making informal judgments as we observe the children during lessons and performance. Once the children have composed a piece of music they are able to perform and record it for peers. At the end of the academic year, a formal assessment is carried out to assess progress and to report to parents. The record keeping system is in relation to the National Curriculum and shows progression of skills and standards throughout the school. This is completed by the class teacher and forwarded to the co-ordinator.

Inclusion

Bankfields Primary School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced music curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. The inclusion policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We ensure that our SEND and gifted and talented children have the appropriate support and challenge.

Roles and Responsibilities

The roles and responsibilities of the music coordinator include:

- supporting staff with planning, visitors and resources (including ICT)
- leading working party meetings
- leading Inset training
- monitoring standards in music teaching and learning across the school by carrying out lessons observations and watching performances and work samples
- taking the lead in policy development and the adaptation and integration of schemes of work
- monitor progress in music
- keep up to date with developments in the music curriculum and disseminate information to colleagues as appropriate

Parental and community involvement

At Bankfields, we strive to have an excellent relationship with parents and the wider community. For many years we have endeavored to be approachable and welcoming to our parents by holding a number of performances, specifically at Christmas and the end of the academic year. In addition, we formally report on music to parents at the end of each school year and at regular parent consultations. Where appropriate, we would report to governors with regards to music in the termly head teacher's report. We also make use of local resources and any appropriate visitors, music services.

Appendix 1: Assessment criteria

Class Subject Record

Subject Music

Year Group 1

Date.....

Names	Comments
Above average	<p>Can confidently</p> <ul style="list-style-type: none"> • Enjoy singing, playing, trying out and changing sounds; explore sounds and music through play. • Recognise and broadly control changes in tempo, and dynamics when playing instruments and vocally. • Sing broadly in tune within a limited pitch. • Follow simple musical instructions and actions. • Keep a steady pulse, e.g. through clapping, • Listen to ideas from others, taking turns, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas. • Show awareness of the audience when performing. • Create music • Make physical movements that represent sounds(e.g. move like a snake, an elephant, grow like a tree in response to music). • Comment on and respond to recordings of own voice
Average	<p>Is beginning to</p> <ul style="list-style-type: none"> • Enjoy singing, playing, trying out and changing sounds; explore sounds and music through play. • Recognise and broadly control changes in tempo, and dynamics when playing instruments and vocally. • Sing broadly in tune within a limited pitch. • Follow simple musical instructions and actions. • Keep a steady pulse, e.g. through clapping, • Listen to ideas from others, taking turns, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas. • Show awareness of the audience when performing. • Create music • Make physical movements that represent sounds(e.g. move like a snake, an elephant, grow like a tree in response to music). • Comment on and respond to recordings of own voice
Below average	<p>With help can</p> <ul style="list-style-type: none"> • Enjoy singing, playing, trying out and changing sounds; explore sounds and music through play.

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| | <ul style="list-style-type: none">• Recognise and broadly control changes in tempo, and dynamics when playing instruments and vocally.• Sing broadly in tune within a limited pitch.• Follow simple musical instructions and actions.• Keep a steady pulse, e.g. through clapping,• Listen to ideas from others, taking turns, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas.• Show awareness of the audience when performing.• Create music• Make physical movements that represent sounds(e.g. move like a snake, an elephant, grow like a tree in response to music).• Comment on and respond to recordings of own voice |
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Class Subject Record

Subject Muisic

Year Group 2

Date.....

Names	Comments
Above average	<p>Can confidently</p> <ul style="list-style-type: none"> • Enjoy singing, playing, trying out and changing sounds. • Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. • Sing broadly in tune. • Follow and offer, create and record simple musical instructions and actions. • Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills). • Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas. • Show awareness of the audience. • Create music, suggest and record symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear). • Make physical movements that represent sounds(e.g. move like a snake, an elephant, grow like a tree in response to music). • Comment on and respond to recordings of own voice and other musical composers orally and pictorially
Average	<p>Is beginning to</p> <ul style="list-style-type: none"> • Enjoy singing, playing, trying out and changing sounds. • Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. • Sing broadly in tune. • Follow and offer, create and record simple musical instructions and actions. • Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills). • Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas. • Show awareness of the audience. • Create music, suggest and record symbols to represent sounds (e.g. a large foot for the Daddy

	<p>bear, small foot for baby bear).</p> <ul style="list-style-type: none"> • Make physical movements that represent sounds(e.g. move like a snake, an elephant, grow like a tree in response to music). • Comment on and respond to recordings of own voice and other musical composers orally and pictorially
Below average	<p>With help can</p> <ul style="list-style-type: none"> • Enjoy singing, playing, trying out and changing sounds. • Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. • Sing broadly in tune. • Follow and offer, create and record simple musical instructions and actions. • Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills). • Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas. • Show awareness of the audience. • Create music, suggest and record symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear). • Make physical movements that represent sounds(e.g. move like a snake, an elephant, grow like a tree in response to music). • Comment on and respond to recordings of own voice and other musical composers orally and pictorially

Class Subject Record

Subject Music

Year Group 3

Date.....

Names	Comments
Above average	<p>Can confidently</p> <ul style="list-style-type: none"> • Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). • Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Join in and stop as appropriate. • Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas. • Listen with increased concentration, responding appropriately to a variety of live and recorded music ,making statements and observations about the music and through movement, sound-based and other creative responses. • Respond to musical cues. • Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound - getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. • Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc. • Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.

Average	<p>Is beginning to</p> <ul style="list-style-type: none"> • Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). • Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Join in and stop as appropriate. • Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas. • Listen with increased concentration, responding appropriately to a variety of live and recorded music ,making statements and observations about the music and through movement, sound-based and other creative responses. • Respond to musical cues. • Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound - getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. • Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc. • Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing. •
Below average	<p>With help can</p> <ul style="list-style-type: none"> • Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). • Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Join in and stop as appropriate.

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| | <ul style="list-style-type: none">• Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas.• Listen with increased concentration, responding appropriately to a variety of live and recorded music ,making statements and observations about the music and through movement, sound-based and other creative responses.• Respond to musical cues.• Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound - getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate.• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.• Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc.• Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.• |
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Class Subject Record

Subject Music

Year Group 4

Date.....

Names	Comments
Above Average	<p>Can confidently</p> <ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways. • Sing and play confidently and fluently, maintaining an appropriate pulse. • Suggest, follow and lead simple performance directions. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc. • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.). • Create simple rhythmic patterns, melodies and accompaniments. • Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. • Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others. • Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.
Average	<p>Is beginning to</p> <ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways. • Sing and play confidently and fluently, maintaining an appropriate pulse. • Suggest, follow and lead simple performance directions. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc.

	<ul style="list-style-type: none"> • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.). • Create simple rhythmic patterns, melodies and accompaniments. • Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. • Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others. • Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.
Below average	<p>With help can</p> <ul style="list-style-type: none"> • Use voice, sounds, technology and instruments in creative ways. • Sing and play confidently and fluently, maintaining an appropriate pulse. • Suggest, follow and lead simple performance directions. • Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. • Demonstrate musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc. • Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.). • Create simple rhythmic patterns, melodies and accompaniments. • Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. • Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others. • Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.

Class Subject Record

Subject Music

Year Group 5

Date.....

Names	Comments
Above average	<p>Can confidently</p> <ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments and explore new techniques. • Maintain a strong sense of pulse • Demonstrate increasing confidence, through taking different roles in performance and rehearsal. • Lead a part in a group when singing or playing. • Use a variety of musical devices, timbres, textures, techniques etc. when making music. • Create music which demonstrates understanding of structure • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Examine own and others' work, offering specific comments • As appropriate, follow basic shapes of music, and simple staff notation, through singing a short passages of music when working as a musician.
Average	<p>Is beginning to</p> <ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments and explore new techniques. • Maintain a strong sense of pulse • Demonstrate increasing confidence, through taking different roles in performance and rehearsal. • Lead a part in a group when singing or playing. • Use a variety of musical devices, timbres, textures, techniques etc. when making music. • Create music which demonstrates understanding of structure • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as

	<p>visual arts.</p> <ul style="list-style-type: none"> • Examine own and others' work, offering specific comments • As appropriate, follow basic shapes of music, and simple staff notation, through singing a short passages of music when working as a musician.
Below average	<p>With help can</p> <ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments and explore new techniques. • Maintain a strong sense of pulse • Demonstrate increasing confidence, through taking different roles in performance and rehearsal. • Lead a part in a group when singing or playing. • Use a variety of musical devices, timbres, textures, techniques etc. when making music. • Create music which demonstrates understanding of structure • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Examine own and others' work, offering specific comments • As appropriate, follow basic shapes of music, and simple staff notation, through singing a short passages of music when working as a musician.

Class Subject Record

Subject Music Year Group 6

Date.....

Names	Comments
Above average	<p>Can confidently</p> <ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. • Maintain a strong sense of pulse and recognise and self correct when going out of time. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. • Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.) • Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. • Create music which demonstrates understanding of structure and discuss the choices made. • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Critique own and others' work, offering specific comments and justifying these. • As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.
Average	<p>Is beginning to</p> <ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. • Maintain a strong sense of pulse and recognise and self correct when going out of time. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles

	<p>in performance and rehearsal.</p> <ul style="list-style-type: none"> • Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.) • Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. • Create music which demonstrates understanding of structure and discuss the choices made. • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Critique own and others' work, offering specific comments and justifying these. • As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.
<p>Below average</p>	<p>With help can</p> <ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. • Maintain a strong sense of pulse and recognise and self correct when going out of time. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. • Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.) • Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. • Create music which demonstrates understanding of structure and discuss the choices made. • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Critique own and others' work, offering specific comments and justifying these.

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| | <ul style="list-style-type: none">• As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician. |
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Appendix 2: Resources, websites, visitors

Resources

Recorders

Untuned percussion

Drum kits

Keyboards

Samba instruments

Ipads

MP3 players

Sound systems

CDs - world music and hymns

Instrument on loan from TVMS

Web sites and Apps

Charanga

BBC schools

Sing up

Garage band

Spotify

Youtube

Visitors

TVMS ensembles

Appendix 3: Scheme of work

Programme 1

	Autumn	Spring	Summer
KS1	<p>Voices and listening</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes Christmas play, nativity</p> <p>listen with concentration to a range of live and recorded music British traditional music</p> <p>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 Elgar Walton Britten</p>	<p>Performing</p> <p>play tuned and untuned instruments musically</p> <p>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Develop own signs or symbols for musical ideas linked to understanding of elements</p> <p>Maintain a steady beat on untuned percussion instruments; copy simple rhythm patterns</p>	<p>Create review and perform</p> <p>experiment with, create, select and combine sounds, review and perform</p> <p>compose music using some of the music elements known</p> <p>take account of musical instructions when rehearsing and performing</p> <p>rehearse and perform individually, in pairs and as a class</p>
Year3 & 4	<p>Y3 Recorders</p> <p>Perform parts that use a limited range of notes</p> <p>Create and control</p>	<p>Djembe Drums</p> <p>Recognise how patterns fit together</p> <p>Remember longer phrases quickly and</p>	<p>Steel pan drums</p> <p>Make effective use of silent beats</p> <p>Suggest ways to enhance a performance</p>

	<p>rhythmic patterns</p> <p>Represents sounds with symbols</p> <p>Y4 Tuned Percussion</p> <p>Remember longer phrases quickly and confidently</p> <p>Represent sounds with musical symbols</p> <p>Create compositions that use a variety of sound</p>	<p>confidently</p> <p>Perform rhythmic patterns in time with others</p>	<p>Extend ideas while working in groups</p>
<p>Year 5 & 6</p>	<p>Listen to and perform music from different historical periods (WW2 - Vera Lynn, Glenn Miller)</p> <p>Samba</p>	<p>Learn and use musical notation</p>	<p>Listen to music from other cultures</p> <p>Create and compose music on their own and with others</p>

Programme 2

	Autumn	Spring	Summer
KS1	<p style="text-align: center;">Voices and listening</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes Christmas play, nativity use an increased control of diction dynamics and tempo</p> <p>Follow the lead of a conductor</p> <p>Sing songs with simple pattern and accompaniment</p> <p>listen with concentration to a range of live and recorded music British traditional music</p> <p>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</p> <p>respond to changes in music in mood and character through art</p>	<p style="text-align: center;">Performing</p> <p>play tuned and untuned instruments musically</p> <p>keep a steady pulse and perform a simple accompaniment</p> <p>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Develop own signs or symbols for musical ideas linked to understanding of elements</p> <p>Maintain a steady beat on untuned percussion instruments; copy simple rhythm patterns</p>	<p style="text-align: center;">Create review and perform</p> <p>experiment with, create, select and combine sounds, review and perform</p> <p>compose music using some of the music elements known</p> <p>order sounds to appropriate and specific purpose</p> <p>take account of musical instructions when rehearsing and performing</p> <p>rehearse and perform individually, in pairs and as a class</p> <p>create musical patterns with ipods ipads 2simple</p>

	dance and movement		
Year3 & 4	<p>Y3 percussion Y4 Drums</p> <p>Perform parts that use a limited range of notes</p> <p>Create and control rhythmic patterns</p> <p>Represents sounds with symbols</p> <p>Remember longer phrases quickly and confidently</p> <p>Represent sounds with musical symbols</p> <p>Create compositions that use a variety of sound</p>	<p>Ukulele</p> <p>Recognise how patterns fit together</p> <p>Remember longer phrases quickly and confidently</p> <p>Perform rhythmic patterns in time with others</p>	<p>Ukulele</p> <p>Make effective use of silent beats</p> <p>Suggest ways to enhance a performance</p> <p>Extend ideas while working in groups</p>
Year 5 & 6	<p>Year 6 Guitar</p> <p>Y5 Music express</p> <p>Play and perform in solo and ensemble contexts, using their voices</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Develop an understanding of the history of music</p>	<p>Year 6 guitar</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Play musical instruments with increasing accuracy, fluency, control and expression</p>