



Age	Communication and Language (Listening, attention and understanding) (speaking) Listen and Appraise	Physical Development (gross and fine motor skills) Perform	Literacy (comprehension) Mathematica (number)	Expressive art and design (being imaginative and expressive) Perform and Compose
Birth to 3	Enjoy singing, music and toys that make sounds.	Clap and stamp to music. Develop manipulation and control. Explore different materials and tools.	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Take part in finger rhymes with numbers.	Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
3 and 4 year old	Sing a large repertoire of songs.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment •	N/A	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Children in Reception	Learn new vocabulary. Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	N/A	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

				Explore and engage in music making and dance, performing solo or in groups.
ELG	N/A	Use a range of small tools, including scissors, paint brushes and cutlery	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
Suggested Activities to develop musical knowledge and skills	<ul style="list-style-type: none"> Adult to hum tune of well-known song/rhyme then stop. Children to follow tune saying the words in their head and say which word tune stopped at (internalising sounds). Listen to a variety of musical styles/music from different cultures and say how the music makes them feel or what it makes them think of. Listen to and copy back rhythms-pass round the circle and other games. Put some instruments behind a screen. Invite a child to play one. Can others guess the instrument from its sound? Describe sounds heard in music using everyday words. Listen to 'real' instruments being played. Listen to music and 'draw' what it reminds them of. 	<ul style="list-style-type: none"> Keep a steady beat to music-on instruments/body percussion/actions... Play instruments/body percussion in different ways. Eg; How many different ways can you play a tambourine to make a different sound? Learn to sing lots of simple songs and rhymes in groups, as solos or as a class. Learn how to play a variety of percussion instruments in the correct way, creating quality sound. Add some instruments to songs learnt. Play rhythm copy back games 	<ul style="list-style-type: none"> Talk about the songs and rhymes sung. Discuss meanings. Use numbers and objects to accompany the songs. 	<ul style="list-style-type: none"> Make sound effects to match pictures/songs/rhymes. Play a picture (as above). Can children guess the correct picture? Make up dances/songs/tunes/sounds/rhythms to match a given theme. Can others guess the theme or what they are trying to be/sound like? Play instruments in different ways to create different effects. Lots of opportunities to sing Pitch games/copy back
Rationale/Intent	Continuous practise helps children to be able to tune into different sounds and describe them using everyday vocabulary. This not only helps musical progression but phonemic awareness and auditory memory. Activities develop the art of 'attentive listening' in a wide range of situations- a vital life skill for success. Begins to develop a cultural appreciation through music. Technical vocabulary increases.	Children learn to have control over their voices and simple instruments. They learn to name simple percussion instruments and how to play them correctly, respecting them. They gain confidence to perform with and in front of others. Their memory is developed learning new words to songs. Lots of 'life-long' skills are developed here. They are able to manipulate instruments and play with control.	Children make links to other curriculum areas. Their comprehension skills develop through discussion and actions of song meanings.	Children use and apply the skills they have gained alongside their imaginations to create their own musical 'works'. They gain organisational skills, make decisions and lead others giving them skills that will help them in other curricular areas and in life.

Key Vocabulary	Everyday words to describe sounds: long, short, loud, quiet, ring, scrape, tap, bang, high, low, crash, jingle, rattle, shake, fast, slow (and many more)	Words associated with performing: beat, rhythm, song, rhyme, chant, choir, solo, duet, song, verse, chorus Instrument names (common descriptions): shakers, scrapers, bells, drums, triangles, tambourines, tappers (wood blocks)		create, organise, decide, combine (use and apply vocab learned in other 2 areas)
Skills to gain throughout FS	<p>To tune in to everyday sounds and common classroom instrumental sounds. To recognise these sounds when heard.</p> <p>To recognise and join in with repetition.</p> <p>To describe some sounds using everyday words (rattle, scrape, twinkle, bang...)</p> <p>To use some musical vocab like beat, pitch, rhythm, and common instrument names.</p>	<p>To create sounds by blowing, scraping, banging, shaking...</p> <p>To explore sounds. For example, find different ways to play the same instrument/use the same resources but create different sounds.</p> <p>To tap out and copy back simple rhythms.</p> <p>To move in a rhythmic way to music.</p> <p>To keep beats with support from an adult.</p> <p>To join in singing songs, remembering lyrics.</p>		<p>To choose sound effects to match a given stimuli.</p> <p>To create own songs, dances and rhymes.</p> <p>To choose and organise own sounds</p> <p>To respond to music in a way that matches the overall mood/effect</p> <p>To explore sounds made by instruments and voices and use them effectively</p> <p>To pitch-match</p> <p>To remember lyrics</p> <p>To be confident enough to perform to others</p> <p>To move in time to music with some support</p>
Experiences to be given throughout FS		<p>Opportunities to perform to school and families (nativity shows, parent 'drop-ins', individual, paired, group performances within classes/class 'talent shows', the opportunity to see/hear 'real' instruments being played well by others, music technology opportunities (i- pad apps) that support the curriculum. Opportunities to listen to live music. Opportunities to play instruments.</p> <p>Ensure listening includes: pop music from 50s and 60s to today, orchestral music (all eras), choral music, opera, Latin dance music, Bhangra, rap/hip-hop, folk and country music, film/musicals music, European gypsy music, flamenco, Indonesian gamelan and more of your choice.</p>		

Years 1-6

Rational/Intent statements			
Listen and Appraise	Perform (voice and instrumental)	Compose/Improvise	Notation/Musicianship
<p>Children tune in to sounds, recognising different instruments in pieces and describing the overall effect of the music and how musical elements have been used to create the effect. They learn to appreciate different musical styles/cultures and understand the work that goes into writing them, even if they don't like the music themselves. They are able to suggest which musical style they are listening to, based on some common features of that style. They develop the skill of active and attentive listening, vital for future success both professionally and personally. They are able to form clear opinions about music discussing these in detail using their powerful knowledge and in addition to this, they are able to debate.</p>	<p>Children gain enjoyment by practising music that is intended to be performed. They gain the skills of resilience and patience-to keep practising even when it's hard or keeps going wrong knowing that the end product is worth the wait. They learn to work alongside others knowing that if they don't cooperate, their performance will be unsuccessful. They learn to control their voices and instruments, using them for their own enjoyment and that of others. They gain confidence to perform in large groups, smaller groups or as duets/solos. They 'tune in', being aware of others in the group and adapt their performance appropriately. They develop the ability to concentrate, another life-long skill.</p>	<p>Children have opportunities to apply the skills they have learned in listen and appraise, performance and notation. They use the skills alongside their imaginations in order to create their own musical pieces for purpose. They work alongside others gaining skills of cooperation, compromise, leadership, confidence. Also, they are given many opportunities to improvise, showing that they can create rhythmic and melodic phrases on the spot with no prior planning.</p>	<p>Children learn to read simple staff notation so that they can play tunes on a glockenspiel and later, other instruments if they so desire. They gain an understanding as to what playing music is all about so that they are equipped with the knowledge to decide whether to pursue a musical direction or not. All children will have the basics to go on to develop the skills needed for GCSE music if they so desire (not just pupils whose parents can afford music lessons). In addition to this, they develop their musicianship-a set of skills vital for any good musician. They become confident beat keepers and develop their aural memory-2 very important musical skills.</p>

1	Skills	Notation					Rhythmic notation Follows single dots (long notes) and blanks (rests), keeping in time with the beat (use rhythm grids on Charanga)-with support.	Rhythmic notation. Follows single dots (long notes), double dots (2 short notes) and blanks (rests), keeping in time with the beat (use rhythm grids on Charanga)-more independently.	Year group performances/talent shows Opportunity to perform pieces to the school and parents-drop ins Music technology opportunities (i-pad apps) that support the curriculum. Forming opinions: What is your favourite type of music? Why? Does this make it better than other types of music
		Performance	Charanga song from Y1 original scheme	Christmas songs	Of Compositions	Of Compositions	Learn to play instruments – glockenspiels. Develop skill of holding beater and playing with some control. Bounce beater to generate a good sound quality. Learn melodic phrases by heart and play in time to a backing track (Charanga). Learn some simple nursery rhymes (use a colour coded system)		
			Joins in confidently, remembering words. Varies the pitch of their voice. Adds instruments keeping in time with the beat.	As Autumn 1. Keeps in time with the group.					
		Improvisation on glockenspiels			Keeps in time with support when completing Charanga Y1 improvisation activities in original scheme.	Keeps in time and changes pitch (high and low) and some rhythm notes (long and short) (use Charanga Y1)		Consolidation of Spring term’s skills.	Cultural Capital Ideas
		Composition			Add sound effects to a song/poem/story and perform in groups. Performs compositions.	Charanga scheme Y1 – Hey You step 4. Sing the song then use the graphic score grid and given notes to compose a riff/melody to accompany the piece.			Opportunities to hear live music on a variety of instruments-TVMS, local secondary students, local musicians Explore musical professions (at least 1 per term) using link: https://www.careersinmusic.com/music-careers-list/
		Listen and Appraise	Tuning into timbres	Popular music - pop	Tuning into timbres	Orchestral music – music with clear feeling	Tuning into timbres	Traditional/world music - Scottish	Listen to Classic FM - radio Classic FM 10 best pieces for kids: https://www.classicfm.com/discover-music/best-classical-music-for-kids/
	Recognise sounds of these instruments in isolation: tambourine, drum, sleigh bells, maracas, claves. Play timbre games.		Talks about how music makes them feel and say whether they like it or not – giving reasons. See listening lists.	Recognise sounds of these instruments in isolation: rain maker, cymbals, guiro, agogo, triangle. Play timbre games.	Talks about how music makes them feel and say whether they like it or not – giving reasons. See listening lists.	Recognise the sounds of instruments learnt in terms 1 and 2 when two/three instruments are played at the same time. Play timbre/listening games.	Talks about how music makes them feel and say whether they like it or not – giving reasons. See listening lists.		
	Musicianship	Beat Awareness	Tap or move to the beat of music. Count out the beat. Play beat games. Supported by an adult.	Tap or move to the beat of music. Count out the beat. Play beat games. Supported by an adult.	Tap or move to the beat of music. Count out the beat. Play beat games. Less support given	Tap or move to the beat of music. Count out the beat. Play beat games. Less support given.			Watch BBC i-player: Glastonbury BBC proms (last night) Young musician of the year
		Aural Memory	Teach word rhythm. Play rhythm games. Clap back rhythms.	Teach word pitch. Listens to, remembers and sings back a short melodic phrase with some pitch control. Play pitch games.	Follows the tune of well-known songs, saying the words in their head. Can say which word the tune stopped on.	Consolidation of all 3 aural memory skills practised so far.			Globe tour
	Knowledge and Vocabulary		V-tambourine, drum, sleigh bells, maracas, claves, beat, rhythm, timbre	V: all autumn 1 New: pitch, pop music	V: all autumn New: rain maker, cymbals, guiro, agogo, triangle, improvise, compose	V: recap all up to now New: orchestral music	V: all up to now New: note (sound), rest (silence), dot notation, beater, glockenspiel	V-recap and assess whole year’s knowledge and vocabulary. New: Scottish music	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Experiences to be given over the year-CULTURAL CAPITAL	
2	Skills	Notation					Grid and block notation. Read and follow blocks to represent 1 beat and 2 beat notes (rhythms) and pitches C D and E (melodies). Include blank spaces for rests. Use Charanga Music Explorer.	As Summer 1 but introduce 4 beat notes too.	Opportunities to hear live music on a variety of instruments
		Performance	Charanga song from Y2 original scheme	Christmas songs	Of Compositions	Of Compositions	Learn to play instruments – glockenspiels. Recap beater holding and how to generate a good sound from Y1. Can children remember any melodies? Complete Glockenspiel Stage 1 from Charanga (Y3). Children to be exposed to traditional notation but can also succeed learning note patterns by heart or following the digital glockenspiel.		Year group performances/talent shows
			Sing age appropriate songs in unison and mostly in tune. Performs in time with the group. Learn to play simple patterns on the glockenspiel and perform to backing track, keeping in time.	Sing age appropriate songs in unison and mostly in tune. Performs in time with the group. Add instruments to the songs to keep the beat or perform an ostinato with the song (repeated melodic phrase from the song).					Opportunity to perform pieces to the school and parents-drop ins
		Improvisation on glockenspiels			Keeps in time with support when completing Charanga Y2 improvisation activities in original scheme.	Keeps in time with some support and changes pitch (high and low) notes. Uses more variation of long and short notes (use Charanga Y2).		Consolidation of Spring term's skills.	Opportunity to attend after school club
		Composition			The Kitchen Orchestra and body percussion (watch clips on Youtube). EXPLORE. Explore sounds of kitchen utensils & body percussion. Use given grids to organise the sounds to create an effect. Perform compositions.	Charanga Y2 – I wanna Play in a Band – step 4. Compose riffs and melodies using the given notes to accompany the song. Organise notes in a graphic score. Evaluate the sounds created and edit to suite preference.			Music technology opportunities (i-pad apps) that support the curriculum. Arguing opinions: Abba's Mama Mia is a better piece of music than Grieg's Hall of the Mountain King. Do you agree or disagree? Why?
		Listen and Appraise	Tuning into timbres	Popular music - rock	Tuning into timbres	orchestral music – music that paints a picture/tells a story	Tuning into timbres	Traditional/world music - Bhangra	Opportunities to hear live music on a variety of instruments-TVMS, local secondary students, local musicians
	Play timbre games. Learn timbres of acoustic guitar, electric guitar, bass guitar, drum kit and keyboard in isolation. Revise term timbre.		Describes how music makes them feel, what it makes them think of and whether they like it, explaining why. See listening lists.	Play timbre games. Learn timbres of oboe, double bass, harp, French horn, marimba and piano in isolation. Revise term timbre.	Describes how music makes them feel, what it makes them think of and whether they like it, explaining why. See listening lists.	Play timbre games. Learn timbres of flute, clarinet, violin, cello, trumpet, trombone and timpani in isolation. Revise term timbre.	Describes how music makes them feel, what it makes them think of and whether they like it, explaining why. See listening lists.	Explore musical professions (at least 1 per term) using link:	
	Musicianship	Beat Awareness	Play beat games. Move/clap/play instruments to the beat. Teacher support.	Play beat games. Move/clap/play instruments to the beat. Teacher support.	Play beat games. Move/clap/play instruments to the beat. Teacher support to start. Can the children keep in time when the teacher stops?	Play beat games. Move/clap/play instruments to the beat. Teacher support to start. Can the children keep in time when the teacher stops?			https://www.careersinmusic.com/music-careers-list/
		Aural Memory	Revise term rhythm. Listens to, remembers and claps back a simple rhythm (Charanga Y2). Play rhythm games.	Revise term pitch. Listens to, remembers and sings back a short melodic phrase with some pitch control (Charanga Y2). Play pitch games.	Follows the tune of well-known songs, saying the words in their head. Can say which word the tune stopped on?	Consolidation of all 3 aural memory skills practised so far. Lots of games.			Listen to Classic FM - radio
	Knowledge and Vocabulary		V: recap all Y1 knowledge and vocabulary New: acoustic guitar, electric guitar, bass guitar, drum kit, keyboard	V: recap all so far New: rock music	V: recap all so far New: orchestra, oboe, double bass, harp, French Horn, marimba, piano, conductor, strings, woodwind, brass, percussion	V: recap all so far	V: recap all so far New: flute, clarinet, violin, cello, trumpet, trombone, timpani, block notation	V: recap all so far (Y1&Y2) New: Bhangra	Classic FM 10 best pieces for kids: https://www.classicfm.com/discover-music/best-classical-music-for-kids/ Watch BBC i-player: Glastonbury

									BBC proms (last night) Young musician of the year	
									Globe tour	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Experiences to be given over the year-CULTURAL CAPITAL	
3	Skills	Notation	Learn how to read rhythmic notation using crotchets, rests and paired quavers. Lots of adult modelling and support.	Continue as Autumn but move towards reading with more independence.	Continue reading rhythmic notation but add minims. Aim for more independence in reading and tapping rhythms using the taught note values and rests.	Continue as Spring 1.	Learn how to read pitch notation, middle C-E (3 notes). Know where each note sits on the stave. Much adult support and modelling (with pitch).	Using taught pitch and rhythm notes, begin to read and play simple 4 bar melodies with minimal practise time.	Year group performances/talent shows	
		Performance	Charanga song from Y3 original scheme	Christmas songs	Of Compositions	Of Compositions	Playing instruments – ukulele How to hold the instrument. How to strum. Learn basic strumming patterns. Learn basic chords. Use Sing and Strum ukulele course on Charanga.		Opportunity to perform pieces to the school and parents-drop ins	
			In unison, sings age appropriate songs mostly in tune, remembering lyrics. Keeps in time with group and backing. Performs simple melodic phrases on a glockenspiel, in time.	As Autumn 1.						
		Improvisation on glockenspiels			Keeps in time with some support when completing Charanga Y3 improvisation activities in original scheme.	Keeps in time and changes pitch, using up to 5 notes and some rhythm notes (long and short) (use Charanga Y2-3)		Consolidation of Spring term's skills. Improvises with more independence , keeping in time.	Opportunity to attend after school clubs (Christmas singing/glockenspiel/recorder) Music technology opportunities (i-pad apps) that support the curriculum. ARGUING OPINIONS: Orchestral music should be appreciated and listened to more than what it is. Do you agree or disagree? Why?	
		Composition			Starting with a simple sentence, learn how to add a rhythm and a melody. No written notation. Video evidence of progress and process.	Create own rhythmic composition using untuned percussion and crotchets, minims and rests. Combine different rhythms and instruments for effect. Explore dynamics. Use music explorer.				Cultural capital
		Listen and Appraise	Tuning into timbres	Popular music - disco	Tuning into dynamics	Orchestral music – ballets through the eras	Popular music – 90's Brit Pop	Traditional/world music - Indonesia		Cultural Capital Ideas
			Recaps timbres of common instruments- percussion, pop/rock and orchestral-in isolation. Begins to describe timbres heard in songs/instrumental music of choice.	Is able to form their own opinion about music listened to, giving general reasons for their thoughts. With support, uses term 'popular' music.	Learns about dynamics in orchestral music. Listens to pieces with clear dynamic changes and describes the changes. With support, uses the term orchestral music.	Is able to form their own opinion about music listened to, giving general reasons for their thoughts. Is able to describe the timbres and dynamics heard. Begins to have awareness of music history through supported discussion.	Listens to a variety of music, tunes into the timbres and dynamics, taking about what they hear. Is able to form their own opinion about music listened to, giving general reasons for their thoughts. Begins to have awareness of music history through supported discussion.	Is able to form their own opinion about music listened to, giving general reasons for their thoughts. With support, uses the terms traditional/world music. Begins to have awareness of music history through supported discussion.	Opportunities to hear live music on a variety of instruments-TVMS, local secondary students, local musicians Explore musical professions (at least 1 per term) using link: https://www.careersinmusic.com/music-careers-list/ Listen to Classic FM - radio Classic FM 10 best pieces for kids: https://www.classicfm.com/discover-music/best-classic-music-for-kids/	
	Musicianship	Beat Awareness	With some independence, listens to music and is able to count, tap, move to the steady beat/pulse. Keeps in time with backing tracks with minimal adult support (practised regularly through games, warm-ups and other musical activities such as performance and improvisation).						Watch BBC i-player:	

		Aural Memory	Listens, remembers and copies back both rhythmic and melodic phrases using instruments and voices. Practised regularly as warm up activities and through other performance related activities (song learning/learning to play glockenspiel pieces).					Glastonbury BBC proms (last night) Young musician of the year
	Knowledge and Vocabulary	V: recap all so far (Y1&2) New: crotchet, rest, paired quaver, time signature	V: recap all so far (Y1,2&3) New: disco music, popular music	V: recap all so far (Y1,2&3) New: minim, dynamics	V: recap all so far (Y1,2&3) New: ballet music, era, renaissance, baroque, classical, romantic, modern	V: recap all so far (Y1,2&3) New: stave, treble clef New: middle C, D and E, Brit Pop, ukulele, strum, pluck, chord	V: recap all so far (Y1,2&3) New: Indonesian music, gamelan,	Globe tour
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Experiences to be given over the year-CULTURAL CAPITAL

4	Skills	Notation	To reinforce all notation learning from Y3. Crotchets and crotchet rests, minims, paired quavers, pitch C-E	Continue as Autumn but introduce minim rests (2 beat rests). Lots of modelling and support.	Continue but introduce pitch note F. Less modelling and support.	Continue as the rest of the year but introduce pitch note G. Becoming independent.	To read notation containing crotchets, crotchet rests, minims, minim rests, paired quavers and pitch notes C-G (adult support should be minimal by now)	As Summer 1-with independence. Read and play a simple 4 bar melody after only 5 mins practice.	Talent shows Opportunity to perform pieces to the school and parents-drop ins	
		Performance	Charanga song from Y4 original scheme	Christmas songs	Of Compositions	Of Compositions	Instruments – Djembe drumming. Learn basic techniques. Learn how to generate good sound quality and control. Learn basic rhythmic patterns and how to read them. Perform in time with others.			Opportunity to attend after school clubs (Christmas singing/glockenspiel)
			In unison, sings age appropriate songs in tune, remembering lyrics. Keeps in time with group and backing. Performs more complex melodic phrases on a glockenspiel, in time.	As Autumn 1						
		Improvisation on glockenspiels			Keeps in time with some independence when completing Charanga Y4 improvisation activities in original scheme.	Keeps in time and changes pitch, using up to 5 notes and some rhythm notes (long and short) (use Charanga Y3-4)		Consolidation of Spring term's skills. Improvises with more independence of keeping in time.	DEBATE: Pop music is better than orchestral music.	
		Composition			Develop skills to add a rhythm and a melody to given lyrics using me, us, you method. Use only known notation.	Write lyrics for a new nursery rhyme. Add rhythm and melody using known notation. Share in EYFS.			Cultural capital Cultural Capital Ideas	
		Listen and Appraise	Orchestral – concertos through the eras	Popular music -country	Orchestral – film scores	Popular – reggae	Orchestral – overtures through the eras	Traditional/world music – Caribbean	Opportunities to hear live music on a variety of instruments-TVMS, local secondary students, local musicians	
	Discuss the tempo, timbres and dynamics heard. Talk about the genre of the music. Give personal responses with reasons. Begin to place in history with prompts.		Talk about the genre of the music. Give personal responses with reasons. Begin to place in history with prompts.	Discuss the tempo, timbres and dynamics heard. Talk about the genre of the music. Give personal responses with reasons. Begin to place in history with prompts.	Talk about the genre of the music. Give personal responses with reasons. Begin to place in history with prompts.	Discuss the tempo, timbres and dynamics heard. Talk about the genre of the music. Give personal responses with reasons. Begin to place in history with prompts.	Talks about personal responses to music, justifying opinions with some musical references. Talks about features of the music specific to the tradition.	Explore musical professions (at least 1 per term) using link: https://www.careersinmusic.com/music-careers-list/		
Musicianship	Beat Awareness	Independently listens to music and is able to count, tap, move to the steady beat/pulse. They can find the stronger beat 1 and accent it to make it louder than the rest. Keeps in time with backing tracks with independence (practised regularly through games, warm-ups and other musical activities such as performance and improvisation).							Listen to Classic FM - radio Classic FM 10 best pieces for kids:	

		Aural Memory	Listens, remembers and copies back both rhythmic and melodic phrases using instruments and voices. Practised regularly as warm up activities and through other performance related activities (song learning/learning to play glockenspiel pieces).					https://www.classicfm.com/discover-music/best-classical-music-for-kids/
	Knowledge and Vocabulary	V: recap all so far (previous years) New: concerto, tempo, repeat sign	V: recap all so far (previous years & Y4) New: minim rest, country music	V: recap all so far (previous years & Y4) New: note F, film score,	V: recap all so far (previous years & Y4) New: note G, lyrics, reggae,	V: recap all so far (previous years & Y4) New: djembe drum, single stroke, double stroke, paradiddle, tone, bass, slap	V: recap all so far (previous years & Y4) New: Caribbean music, steel pan	Watch BBC i-player: Glastonbury BBC proms (last night) Young musician of the year Globe tour
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Experiences to be given over the year-CULTURAL CAPITAL

5	Skills	Notation	To reinforce all notation learning from Y4. Crotchets and crotchet rests, minims, minim rests, paired quavers, pitch C-G	Continue as Autumn but introduce semibreves (4 beat notes). Lots of modelling and support.	Continue but introduce full bar rests (4 beats). Less modelling and support.	Continue as the rest of the year but introduce pitch notes A, B high C. Becoming independent.	To read notation containing crotchets, crotchet rests, minims, minim rests, semibreves, full bar rests, paired quavers and pitch notes C-C (adult support should be minimal by now)	As Summer 1-with independence. Read and play a 4 bar melody after just 5 mins practice and little adult support.	talent shows Opportunity to perform pieces to the school and parents-drop ins Opportunity to attend after school clubs (Christmas singing/glockenspiel) Music technology opportunities (i-pad apps) that support the curriculum. DEBATE: The composer Tchaikovsky was a better musician than the artist David Bowie.
		Performance	Charanga song from Y5 original scheme In unison, sings age appropriate songs in tune, remembering lyrics. Keeps in time with group and backing. Performs more complex melodic phrases on a glockenspiel, in time. Performs dynamics.	Christmas songs As Autumn 1	Of Compositions	Of Compositions	Playing instruments – recorders. Learn how to hold and how to blow instruments. Learn notes and develop good sound quality. Use Blown Away recorder resource on Charanga.		
		Improvisation on glockenspiels			Keeps in time with independence when completing Charanga Y5 improvisation activities in original scheme.	Keeps in time and changes pitch, using up to 8 notes and more rhythm notes (semibreve, minim, crotchet, quaver pairs) (use Charanga Y4-5)		Consolidation of Spring term's skills. Improvises with more independence of keeping in time and confidently changing pitches and longs and shorts.	
		Composition			Recap and explore texture. Teach how to create pieces using loops on Garage Band and combine them to make pieces with varying texture.				Opportunities to hear live music on a variety of instruments-TVMS, local secondary students, local musicians
		Listen and Appraise	Orchestral – baroque music Comments on the texture, tempo, timbres and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved.	Popular music – k pop Comments on the texture, tempo, timbres and dynamics. Suggests the style/genre of the music. Places music in history, giving reasons for choice.	Orchestral – classical era Comments on the texture, tempo, timbres and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved.	Popular – glam rock Comments on the texture, tempo, timbres and dynamics. Suggests the style/genre of the music. Places music in history, giving reasons for choice.	Orchestral - romantic Comments on the texture, tempo, timbres and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved.	Traditional/world music - Africa Talks about features of the music specific to the tradition. Comments on the texture, tempo, timbres and dynamics.	Explore musical professions (at least 1 per term) using link: https://www.careersinmusic.com/music-careers-list/ Listen to Classic FM - radio

			Places music in history, giving reasons for choice.		Places music in history, giving reasons for choice.		Places music in history, giving reasons for choice.		Classic FM 10 best pieces for kids: https://www.classicfm.com/discover-music/best-classical-music-for-kids/ Watch BBC i-player: Glastonbury BBC proms (last night) Young musician of the year Globe tour
Musicianship	Beat Awareness	Through games and other musical activities (performance, improvisation), can independently tap the steady beat of music, keeping in time with backing tracks and the rest of the group. Can accent the stronger first beat. With some support, finds and taps the ‘off-beat’.							
	Aural Memory	Using Charanga (Y4-5), can listen to, remember and repeat back rhythmic and melodic phrases. Practise regularly through warm up type activities.							
Knowledge and Vocabulary	V: recap all so far (previous years) New: texture, off-beat	V: recap all so far (previous years and Y5). New: semibreve, K-pop	V: recap all so far (previous years and Y5). New: loops,	V: recap all so far (previous years and Y5). New: glam rock	V: recap all so far (previous years and Y5). New: recorder	V: recap all so far (previous years and Y5).			
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Experiences to be given over the year-CULTURAL CAPITAL	

6	Skills	Notation	Revise all Y5 notation skills. Crotchets and rests Minims and rests Paired quavers Semibreves Full bar rests Pitch c-c		Introduce remaining pitches on the stave (D, E, F) Read and interpret notation using all taught notation (4 bars long). Adult modelling and support.	As Spring 1 but becoming more independent.	Reads, interprets follows and performs staff notation containing: crotchets and crotchet rests, minims and minim rests, semibreves and full bar rests, paired quavers, and pitch notes middle C-top of treble clef stave (F). Mostly independent-sight reading	As summer 1 but with independence. Read and play a 4 bar melody after just 5 mins practice.	Year 6 leavers performance/song talent shows Opportunity to perform pieces to the school and parents-drop ins Opportunity to attend after school clubs (Christmas singing/glockenspiel) Music technology opportunities (i-pad apps) that support the curriculum. DEBATE: Orchestral music is far more complex than rock music so it must be superior.
		Performance	Happy Charanga song –part singing. Y6 original scheme	Christmas songs	Of Compositions	Of Compositions	Playing instruments – recorders. Pick up from where let off in Y5 after a little recapping. Songs for Leavers assembly.		
			Sing from memory in unison and 2 parts. Sings in tune and keeps in time. Sings and plays more complex melodies by ear or reading notation. Performs dynamics. Performs with good control, accuracy, phrasing and expression.	As Autumn					
		Improvisation on glockenspiels			Keeps in time with independence when completing Charanga Y6 improvisation activities in original scheme.	Keeps in time and changes pitch, using up to 8 notes and more rhythm notes (semibreve, minim, crotchet, quaver pairs) (use Charanga Y5-6)		Consolidation of Spring term's skills. Improvises with more independence of keeping in time and confidently changing pitches and longs and shorts.	
		Composition			Recap texture and using loops from Y5 (Garage Band). Teach about structure and model how to create pieces using ABC type structures. Teach how to add a simple keyboard part over the loops. Ensure textures vary throughout pieces.				
		Listen and	Orchestral – 20 th century	Popular music – rap/hip/hop	Orchestral – songs from musicals	Popular - electronic	Orchestral – famous pieces	Traditional/world – Latin America	

		Appraise	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved. Places music in history, giving reasons for choice.	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Places music in history, giving reasons for choice.	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved. Places music in history, giving reasons for choice.	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Places music in history, giving reasons for choice.	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved. Places music in history, giving reasons for choice.	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved. Places music in history, giving reasons for choice.	Comments on the texture, tempo, timbres, structure and dynamics. Suggests the style/genre of the music. Describes the effect of the music and comments on how it has been achieved. Places music in history, giving reasons for choice.	https://www.careersinmusic.com/music-careers-list/ Listen to Classic FM - radio Classic FM 10 best pieces for kids: https://www.classicfm.com/discover-music/best-classical-music-for-kids/
	Musicianship	Beat Awareness	Through games and other musical activities (performance, improvisation), can independently tap the steady beat of music, keeping in time with backing tracks and the rest of the group. Can accent the stronger first beat. Independently, finds and taps the 'off-beat'.							
		Aural Memory	Using Charanga (Y5-6), can listen to, remember and repeat back rhythmic and melodic phrases. Practise regularly through warm up type activities.							
	Knowledge and Vocabulary		V: recap all (previous years)	V: recap all (previous years & Y6)	V: recap all (previous years & Y6)	V: recap all (previous years & Y6)	V: recap all (previous years & Y6)	V: recap all (previous years & Y6)	V: recap all (previous years & Y6)	Watch BBC i-player: Glastonbury BBC proms (last night) Young musician of the year Globe tour
			New: unison/harmony, structure	New: rap, hip-hop	New: musicals	New: electronic music	New: sight reading	New: tango, salsa		
			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Experiences to be given over the year-CULTURAL CAPITAL

Music Assessment Statement

Here at Oxbridge Lane, we assess music in an ongoing manner throughout each music lesson. As children are taking part in practical musical activities, the teacher assesses their ability to perform certain skills such as beat keeping, pitch matching and so on and records this information on Sonar as below, working towards, expected or greater depth. Once recorded, the data is reviewed regularly so that if a child struggles with a particular skill in the Autumn term and achieves a below or working towards level, they have the chance for any progress that is made to be recorded later in the school year. In terms of musical knowledge, quizzes are given regularly to see whether or not children are able to respond appropriately to musical knowledge and vocabulary then this information informs the Sonar.

At the end of each term, all the formative assessment that has taken place then informs the all-round summative judgement given and a child will awarded a below, working towards, expected or greater depth judgement.

Expected Level

For a child to be given an expected level judgement they DO NOT need to be expected in every strand across the whole music curriculum.

See below for when to award expected in music:

- A child can confidently perform MOST musicianship skills for their year group in a range of situations. For example, they may be able to remember and copy back rhythms but may not be able to sing in tune. This can still achieve expected. They MUST be able to perform the beat keeping skills accurately and confidently.
- A child must confidently respond to and use and least 75% of the musical knowledge and vocabulary for their year group.
- A child must be able to perform ALL the statements from at least ONE of singing, performance on instruments OR composing and improvising.
- They must be able to demonstrate good listening and appraising skills through their comments and responses to most of the music they listen to.

Following this is very important as some children have fantastic musicianship skills and play instruments or compose well, but they may not be able to sing in tune at all (and vice versa). There are many ways to be a great musician and children deserve recognition for this even if there are strands in which they struggle.

Greater Depth Standard

To achieve greater depth standard, all of the above applies. However, a child may be so confident in a particular practical strand that they can achieve the statement for that strand from the year group above. In terms of knowledge and vocabulary, they will know 85% or more of the content for their year group. Their responses when listening and appraising will be more detailed.

Just like with expected, to achieve greater depth, a child may not excel in all strands of music but they will have excellent musicianship skills, be skilled at singing OR playing an instrument OR composing and improvising and they will have excellent musical knowledge and vocabulary and the ability to listen attentively giving detailed comments about what they have heard.