



## Music Curriculum Progression

### Implementation

- Children receive a dedicated Music lesson every week, and attend Singing Assembly with the Music Lead every Thursday
- Children work towards being able to play a DooD by the end of their school journey with us. From Year 1, children learn recorder, moving into DooD from Years 2 through to 6, to ensure that every opportunity is given to allow our children to learn an instrument during their time with us.
- The 3 year rolling program details varying hooks and inspiration for composing, whilst allowing children to revisit and practise the key components of playing in order to hone their skills in instrument playing. This is inspired by a 'spiral' design, where key elements are revisited regularly and deepened over time.
- Each assembly throughout the week begins and ends with a piece of music taken from the recommended songs in the Model Music Curriculum appendix. These songs are tracked and documented, allowing for reflection and revisiting. These songs are discussed and appraised and children give their opinions on these pieces, comparing them to time period traits and other pieces of music listened to previously.
- Choir takes place as an after school club weekly, with opportunities to perform in the community throughout the year.
- Peripatetic lessons are on offer for instruments such as violin, saxophone, clarinet, flute, drums, guitar and ukulele.
- Composition and children taking musical endeavour in their own direction is promoted and encouraged, with children sharing performances and compositions on 'Performer Corner' on the website.
- Children perform to an audience regularly throughout the year, with a whole school Christmas Production, a Year 6 and Staff Production, Class Assemblies termly, Harvest Festival, Carol Concerts and an Easter Service. We also have 'Cockwood's Got Talent' as a fun end of year Talent Show, and Music Showcases to allow children receiving peripatetic lessons to share their progress. Liaison with our Trust provides extra performance opportunities throughout the year, including The Ivy Trust composition and singing event.

### **Meeting the needs of all children**

- All children are catered for in Music lessons, with teachers making regular formative assessment to ensure all Music learning is appropriate for the learner. Teachers work from the children's starting point each week, ensuring progress is made and learning is in line with the children's needs.
- Irrespective of background, ethnicity, gender or disability, all children have the opportunity to experience live music, play an instrument and compose, especially our disadvantaged pupils.
- All children have the opportunity to perform to an audience at least twice a year, with Year 6 having a dedicated show.
- Teaching assistants give support to learners who may need extra time on their instrument, or need help with certain musical concepts
- Gifted and Talented students are given the opportunity to extend their musical endeavour within lessons, and teachers are aware of these pupils within lessons.
- When appropriate, we have facilitated children taking home WCET instruments to encourage further learning for all pupils, especially those who may not be able to experience an instrument at home
- Musical technology is used as a form of music making for those who may find the noise of the Doods overwhelming.

### **Resources**

- Charanga is used to support Music teaching throughout the school, but is not used exclusively.
- Teachers make use of ABRSM Classroom 200, BBC Ten Pieces and the Model Music Curriculum to support musical choices and aid progression. Songs from SingUp, Sparkyard and Out Of The Ark provide variation for vocal accompaniment.
- We have a class set of Doods and recorders, and also make use of Garage Band and BandLab on the iPads for digital composing.
- A visiting teacher (Ken Parr/ Sarah Seymour) visits Key Stage 2 in the summer term yearly to provide Dood lessons over a 10 week period. This accelerates progress with fantastic outcomes for our older students.

National Curriculum Progression Statements:

<u>Strand</u>	<u>Being Imaginative and Expressive</u>
<u>EYFS</u>	<p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <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>

Strand	Singing	Playing an Instrument	Listen and Appreciate	Compose Own Music
Key Stage 1	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Pupils should be taught to play tuned and untuned instruments musically	Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music

Strand	Performing	Use and Understand	Listen	Appreciate	Composing	History of Music
Key Stage 2	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the interrelated dimensions of music	Develop an understanding of the history of music

## Cockwood School Progression of Musical Skills and Knowledge

Red entries are knowledge based

KS1 Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> <li>- Enjoys joining in with dancing and ring games</li> <li>- Begin to move rhythmically</li> <li>- Sings a few familiar songs</li> <li>- Tap out simple repeated rhythms</li> <li>- Begin to build a repertoire of songs and dances.</li> </ul>	<ul style="list-style-type: none"> <li>- Use their voices to learn and speak/sing /chant known songs</li> <li>- Sing collectively and at the same pitch</li> <li>- Use instruments to perform</li> <li>- Look at their audience when they are performing</li> <li>-Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>- Clap and repeat short rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Use voices expressively and creatively sing songs/ chants/ rhymes with confidence and awareness of the mood/ feeling</li> <li>- Sing and follow the melody (tune) with confidence</li> <li>- Sing accurately at a given pitch</li> <li>- Perform with others</li> <li>- Sing/ clap a pulse increasing or decreasing in tempo</li> <li>- Begin to sing a song in 2 parts</li> <li>- Respond to dynamic and</li> </ul>	<ul style="list-style-type: none"> <li>- Sing in tune with expression</li> <li>- Control their voice when singing with awareness of pitch and dynamics.</li> <li>- Play songs with multiple parts with growing confidence and awareness</li> <li>- Work with a partner to perform a piece of music using more than one instrument/ voice</li> <li>- Copy stepwise melodic phrases (notes going up/down in a scale fashion).</li> <li>- Perform/share in a solo context using</li> </ul>	<ul style="list-style-type: none"> <li>- Perform a simple part rhythmically with expression, with awareness of pitch and dynamics</li> <li>- Sing songs from memory with accurate pitch</li> <li>- Begin to sing in harmony</li> <li>- Respond to dynamic and tempo changes from the leader and visual instruction.</li> <li>-Begin to sing rounds and partner songs in different time signatures</li> <li>-Perform in two or more parts with confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Breathe in the correct place when singing, using correct phrasing</li> <li>- Sing with growing control and fluency</li> <li>- Sing and use their understanding of lyrics and context to add expression and emotion</li> <li>- Maintain their part whilst others are performing their part</li> <li>- Recognise and use basic structural forms e.g. rounds with confidence</li> <li>- Improvise using voice and varied pitch</li> <li>- Sing as part of an ensemble with</li> </ul>	<ul style="list-style-type: none"> <li>- Sing as part of an ensemble with full confidence and precision</li> <li>- Sing a harmony part confidently and accurately</li> <li>- Perform parts from memory</li> <li>- Take the lead in a performance</li> <li>- Take on a solo part</li> <li>- Perform a piece of music which contains two distinct melodic or rhythmic parts, knowing how the part will fit together.</li> </ul>

		<ul style="list-style-type: none"> <li>- Copy sounds including vocal pitch</li> <li>- Make loud and quiet sounds</li> <li>- To clap or walk a steady beat and respond to tempo changes.</li> <li>- To identify sounds in the local environment.</li> <li>-To follow pictures and symbols to guide singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>tempo changes from the leader and visual instruction when performing</li> <li>- Improve their own work and rehearse</li> </ul>	<ul style="list-style-type: none"> <li>an instrument or voice</li> <li>- Begin to listen to and recall sounds using voice with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and recall sounds with growing aural memory and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>control and precision</li> <li>- Listen with attention to detail and recall sounds with increased aural memory</li> </ul>	<ul style="list-style-type: none"> <li>- Sing and perform syncopated rhythms.</li> <li>- Listen with attention to detail and recall sounds with excellent aural memory</li> </ul>
Playing an Instrument / Performing	<ul style="list-style-type: none"> <li>- Explore and learns how sounds can be changed</li> <li>- Explore the different sounds of instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Use instruments (percussion) to perform maintaining pulse</li> <li>- Choose sounds to represent different things</li> <li>-Copy short rhythmic phrases (call and response)</li> </ul>	<ul style="list-style-type: none"> <li>- Play an instrument (Dood/recorder) with growing correct technique embouchure and hold</li> <li>- Play simple rhythmic patterns on an instrument keeping a steady pulse, using at least</li> </ul>	<ul style="list-style-type: none"> <li>- Play clear and intentional notes on tuned percussion instruments (glocks) and woodwind (doods)</li> <li>- Have a secure understanding and use of correct embouchure and hand hold on</li> </ul>	<ul style="list-style-type: none"> <li>- Create longer, more complex repeated patterns with different instruments (DooD, glocks)</li> <li>- Play in 2 parts in an ensemble context, maintaining own part</li> </ul>	<ul style="list-style-type: none"> <li>- Perform from formal short, simple written notation, including crotchets, rests, minims, quavers, and semibreve and dotted crotchets.</li> <li>- Play off beat syncopated rhythms with</li> </ul>	<ul style="list-style-type: none"> <li>- Perform from formal short, written notation, including crotchets, rests, minims, quavers, and semibreve and dotted crotchets.</li> <li>- Maintain own or independent part within a group performance,</li> </ul>

		<ul style="list-style-type: none"> <li>- Follow a band leader/conductor: respond to directions of tempo/dynamic changes</li> <li>- Begin to play tuned instruments by following simple letter notation (glocks/ recorder)</li> <li>- Recognise different instruments</li> </ul>	<ul style="list-style-type: none"> <li>4 notes confidently (recorder/glocks)</li> <li>- Experiment and improvise with instrument playing</li> <li>- Play simple accompaniment to songs using tuned instruments (glocks)</li> <li>- Play short melodies by following simple letter notation with confidence (glocks/recorder)</li> <li>- Have an understanding of musical families</li> <li>- Begin to follow and read crotchets, minims and rests in prep for Year 3</li> </ul>	<ul style="list-style-type: none"> <li>woodwind instruments</li> <li>- Create repeating rhythmic patterns with tuned instruments (DooD, glock) and play these in time</li> <li>- Play in time with others as an ensemble</li> <li>- Play melodies of growing length using crotchets and rests</li> <li>- Have a clear and confident understanding of musical families, and be able to name instruments within these</li> </ul>	<ul style="list-style-type: none"> <li>- Play solo</li> <li>- Play off beat, syncopated rhythms with increasing accuracy</li> <li>- Perform melodies from simple staff notation- including crotchets, rests, minims and quavers</li> <li>- Play instrument with direction of a leader, and change dynamics and tempo in light of this</li> </ul>	<ul style="list-style-type: none"> <li>accuracy and confidence</li> <li>- Confidently perform a piece of music as a group, #with some accuracy, control, fluency and expression</li> <li>- Perform showing a clear awareness of expression and balance.</li> <li>- Devise and play a repeated sequence of notes on a tuned instrument (dood) to accompany a song/tune</li> </ul>	<ul style="list-style-type: none"> <li>including off-beat rhythms.</li> <li>- Play confidently, demonstrating musical quality e.g clear starts and ends and technical accuracy.</li> <li>- Perform as part of a wider group following a band leader accurately and adapting playing to their lead</li> <li>- Play a range of notes confidently, with awareness of phrasing, breath and tone (doods)</li> <li>- Use notes simultaneously to produce harmony by building up simple chords in a pair/group (glocks)</li> </ul>
--	--	---	---	--	--	--	---

<p>Listening and Appraising</p>	<ul style="list-style-type: none"> <li>- Imitates movement in response to music</li> <li>- Creates movement in response to music</li> <li>- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</li> <li>- Can say whether they like a piece of music or not</li> <li>- Recognise certain music for different occasions (e.g. weddings)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to music with sustained concentration to a range of genres</li> <li>- Find a pulse while listening</li> <li>- Respond to different moods in music with movement</li> <li>- Say how a piece of music makes them feel</li> <li>- Say whether they like or dislike a piece of music</li> <li>- Choose sounds to represent different feelings/ moods</li> <li>- Recognise repeated patterns within music</li> <li>- Tell the difference between a fast and slow 'tempo', and <b>use this term</b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen with sustained concentration to a variety of high quality live / recorded performances</li> <li>- Identify the beat groupings in familiar music</li> <li>- Internalise the pulse when listening to a piece of music</li> <li>- Describe a piece of music by using developing understanding of inter-relational aspects of music (tempo, pitch, duration, structure, texture)</li> <li>- <b>Understand that 'texture' describes layers in music</b></li> <li>- <b>Understand that structure describes</b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a range of high quality music, and describe what they like and dislike, using musical terminology to describe pieces/ compositions</li> <li>- Improve their own work, explaining how it has improved</li> <li>- Recognise the work of at least one famous composer</li> <li>- Tell whether a change is gradual or sudden</li> <li>- Identify repetition within a piece</li> <li>- <b>Understand how the use of tempo can provide contrast within a piece of music</b></li> </ul>	<ul style="list-style-type: none"> <li>- Start to identify the character of a piece of music and its style</li> <li>- Become familiar with the works of Beethoven, Mozart, Vivaldi and other significant composers</li> <li>- Understand and identify 2, 3 or 4 beats in a bar.</li> <li>- Begin to recognise major and minor tonality.</li> <li>- Analyse features within different pieces of music, using understanding of musical features to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe, analyse, compare and evaluate music using full musical vocabulary</li> <li>- Explain why they think their music is successful or unsuccessful</li> <li>- Contrast the work of famous composers and show preferences</li> <li>- <b>Understand how rhythm, pitch and pulse all work together and the effect this has</b></li> <li>- <b>Develop an increased understanding of the history of music, including the general journey of music over time and significant time periods</b></li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the dimensions of music and recognise these independently within music heard, using a breadth of music terminology and knowledge</li> <li>- Refine and improve their work, making small changes based on feedback</li> <li>- Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> <li>- <b>Develop a deeper understand of the history of music and context</b></li> <li>- <b>Appreciate and understand a wide range of high quality live and</b></li> </ul>
---------------------------------	---	--	---	---	---	--	---

		<ul style="list-style-type: none"> <li>- Tell the difference between loud and quiet, and use the term 'dynamics'</li> <li>- Tell the difference between high and low sounds and use the term 'pitch'</li> </ul>	<p>how music is ordered</p> <ul style="list-style-type: none"> <li>- Understand that timbre is the quality of the sound</li> <li>- Develop an understanding of melody, and the impact of lyrics</li> </ul>		<ul style="list-style-type: none"> <li>- Describe and identify the different purposes of music</li> <li>- Explain the place of silence (rests) and say what effect it has</li> </ul>		<p>recorded music drawn from different traditions, composers and musicians</p>
<p>Composing (including notation and improvisation)</p>	<ul style="list-style-type: none"> <li>- Makes up rhythms</li> <li>- Sings to self and makes up simple songs</li> </ul>	<ul style="list-style-type: none"> <li>- Make different sounds with their voice</li> <li>- Make different sounds with instruments</li> <li>- Identify changes in sounds</li> <li>- Repeat (short rhythmic and melodic) patterns</li> <li>- Make a sequence of sounds, and</li> </ul>	<ul style="list-style-type: none"> <li>- Choose sounds which create a desired effect</li> <li>- Use symbols to represent sounds they wish to make</li> <li>- Make connections between others notation and musical sounds</li> <li>- Use simple structures in a piece of music-</li> </ul>	<ul style="list-style-type: none"> <li>- Use different elements (changes in pitch, dynamics, texture) in their compositions on any instrument</li> <li>- Create repeated patterns with different instruments (glocks/ dood) within compositions and improvisations</li> </ul>	<ul style="list-style-type: none"> <li>- Gain confidence in composing using crotchets and rests</li> <li>- Use notation to record own short, simple compositions using minims, quavers, crotchets and rests</li> <li>- Play from compositions using formal notation of minims, quavers, crotchets and rests</li> </ul>	<ul style="list-style-type: none"> <li>- Gain confidence in composing using minims, quavers, crotchets and rests.</li> <li>- Use notation to record and create compositions using crotchets, rests, minims, quavers, semi breves and dotted crotchets, and play these back.</li> <li>- Change sounds or organise them</li> </ul>	<ul style="list-style-type: none"> <li>- Independently create own compositions, and use formal notation including a variety of notes to record this</li> <li>- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</li> </ul>



		<p>record this using graphic notation</p> <ul style="list-style-type: none"> <li>- Show sounds they want to play by using pictures</li> <li>- Improvise using known notes</li> <li>- Show the difference between long and short sounds in graphic scores</li> <li>- Show the difference between high and low sounds in graphic scores</li> <li>- Use simple letter notation in a freestyle form to compose for recorder/ glock playing</li> <li>- Understand that improvisation is to play without</li> </ul>	<p>create a beginning, middle and end</p> <ul style="list-style-type: none"> <li>- Use letter notation or graphic symbols to record their composition in a way that can be played by themselves and others</li> <li>- Improvise simple rhythms using known notes</li> <li>- Understand that notation is when you record what you would like to play</li> </ul>	<ul style="list-style-type: none"> <li>- Compose short compositions using crotchets and rests formally.</li> <li>- Combine different sounds and tempos to create a specific mood or feeling</li> <li>-To improve confidence and style within improvisation (begin to develop own direction)</li> <li>- Develop an understanding of crotchets and rests within formal notation, and read this when playing</li> <li>- Clearly understand the difference between improvisation and composition, and the time for each one.</li> </ul>	<ul style="list-style-type: none"> <li>- Use their notation in a performance (solo/ with others)</li> <li>- Explore 4 or 5 note scales, and compose within this</li> <li>- Show how they can use dynamics, tempo and timbre to provide contrast</li> <li>- Continue to improvise with improved confidence and awareness of musical quality (tempo, dynamics etc.)</li> <li>- Understand and begin to use minims and quavers</li> <li>- Introduce and begin to understand the Pentatonic Scale C, D, E, G, A).</li> </ul>	<p>differently to change the effect</p> <ul style="list-style-type: none"> <li>- Compose music which meets specific criteria and to evoke a specific atmosphere.</li> <li>- Choose the most appropriate tempos for a piece of music</li> <li>- Improvise within a group using melodic phrases</li> <li>- Understand syncopation, and the relation between pulse and syncopated patterns</li> <li>- Understand and begin to use semibreves (whole note) and dotted crotchets (beat and a half)</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of different musical devices in their composition (including melody, rhythm and tempo), with an awareness of audience, feeling and purpose</li> <li>- Recognise that different forms of notation serve different purposes</li> <li>- Use different forms of notation within compositions, including crotchets, rests, minims, quavers, semibreves and dotted crotchets.</li> <li>-Further develop the skills to read and perform notation within an octave (e.g. C–C)</li> </ul>
--	--	---	--	---	--	--	---

		something to follow				- Further understand the differences between semibreves, minims, crotchets and crotchet rests and other notations	- Improvise with a clear style and direction  -Further understand the differences between semibreves, minims, crotchets and quavers, and their equivalent rests.
--	--	---------------------	--	--	--	---	--

**Progression in Musical Elemental Knowledge**

Dimension	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	To understand what high and low notes are	To understand that pitch means how high or how low the notes are  To understand that tuned instruments play more than one pitch	To know that some instruments have high and low pitches  To know that high and low pitches make a melody	To know that pitch creates the key of a song, and this key makes a song happy or sad	To know that a bass line is the lowest pitched line in music  To know a pentatonic melody has only 5 different notes  To understand what a minor and major key are, and the impact of their usage	To know that a melody can be adapted by changing it's pitch, using major/ minor keys	To use pitch skillfully when conveying feeling, and utilise this in compositions
Duration	To know that notes can be long and short	To know that rhythm is a pattern of long and short notes	To know that duration is how long a piece of note lasts  To know that be combining melodies/ different length	To know that crotchets are worth 1 beat  To know that written music tells the performer how long to play a	To know the length of a crochet, minim and quaver  To know that quavers are half a beat	To know that silences in music are rests, and have a great impact if used correctly  To know the length of a semi	To have a solid understanding of the feeling of a crotchet, minim, semibreve within a bar  To use these within notation

			notes you create texture	note for To know that a rest means you do not play		breve and dotted crotchet	
Dynamics	To understand that instruments can be playing in different ways	To know that dynamics means how loud or soft a sound is	To know the effect that dynamics can have on the listener	To know that changing the dynamics cannot be shown explicitly within notation, but can in style notes	To know that changing dynamics can change the texture of a piece, and the mood	To know that dynamics can be changed in both voice and instrument, and use this within composing	To provide light and shade using dynamics skillfully in own performances
Tempo	To know that music can be fast or slow	To know that pulse is the steady beat that runs through a piece of music  To know that tempo means faster or slower	To know that tempo of music can be changed to create a different effect on the piece	To begin to use tempo within playing for effect	To understand that playing in time means all performers playing together at the same speed and following the same time signature	To know that tempo can stay the same, but the notes highlighted and acted on can change to alter the appearance of speed	To be able to understand different time signatures and the impact this has on note usage
Timbre	To identify the difference in sounds	To know that timbre means the quality of a sound  To know that a	To know that different instruments can create sound effects	To know that timbre has an impact on the mood and style of the music played	To know that grouping instruments can create contrasting texture	To know that voices can fit into different groups depending on style and timbre	To identify good quality timbre within different live and recorded pieces

		voice can create different timbres					
Texture	To know that music can be more than one instrument played at one time	To know that music has layers called texture	To know that a graphic score can show layers in music	To know that almost all music contains different layers of sound, and the impact of this	To know that different instruments and rhythms will create texture within a piece	To know that texture can be created by adding and taking away instruments in a composition, and do this	To know that a chord is layering different notes at the same time, creating texture
Structure	To recognise the chorus in a familiar song	To know that a music usually has a beginning, middle and end	To understand that structure is the organisation of sounds in music	To know that music from different eras, cultures etc has different structures, and the meaning/ impact of this  To know that in a ballad, a 'stanza' means a verse.	To know that a loop is a repeated rhythm, often used by live musicians	To know that structure can be a theme within music of a similar style (e.g. a musical) and the impact of this	To know that structure is vital to creating a piece of music with a story, and use this skillfully within composing
Notation	To know that signals can tell us when to stop and start/ playing or singing	To understand that music can be represented by pictures and symbols  To know that	To know that notation means writing music down for it to be replayed	To understand that reading music means looking at symbols that relate to the notes you need	To know that performance directions from a conductor/ leader tells the performers how to play according	To know that staff notation can be on or between a line, and this changes the mood of the music	To know that notation includes all different notes across the stave, and demonstrate this in

		<p>improvisation is playing with nothing to follow</p>		<p>to play, and begin to have an understanding of a basic stave</p> <p>To know that a crotchet is one beat, and a rest means you do not play</p>	<p>to the notation in the piece</p> <p>To identify minims and quavers</p>	<p>To record compositions using a stave and semibreves and dotted crotchets</p>	<p>compositions recorded.</p> <p>To create treble clefs and have an awareness of time signatures when composing</p> <p>To develop an awareness of bars</p>
--	--	--	--	--	---	---	--

## End Points

Expectations for knowledge and skill by the end of the pupil's time in each class.

<u>EYFS</u>	<u>KS1 (Class 3)</u>	<u>Lower KS2 (Class 2)</u>	<u>KS2 (Class 1)</u>
<p><u>Development Matters</u> <u>Communication and Language</u></p> <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> <p>Physical Development</p> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <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> <p><u>ELG: Expressive Arts and Design</u> Being imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems</li> </ul>	<p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Pupils play tuned and untuned instruments musically, (glocks and recorders) using both hands for beaters, alternating hand</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music, and begin to develop own opinion</p> <p>Pupils experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Pupils have an awareness that music has changed over time</p>	<p>Pupils sing expressively with awareness of pitch, dynamics and tempo</p> <p>Pupils play instruments (Doods/ glocks) musically, with growing accuracy and technical ability</p> <p>Pupils begin to use and read formal notation, with awareness of crotchets, crotchet rests, minims and quavers</p> <p>Pupils listen to and appraise a range of music that is live, recorded and performed by pupils across the school.</p> <p>Pupils improvise and compose for a variety of purposes, with growing awareness of how to create feeling within music</p> <p>Pupils increase aural memory by</p>	<p>Pupils sing and play Doods and glocks musically with confidence, accuracy and control, covering an octave of notes.</p> <p>They have an understanding of musical composition.</p> <p>They organise and manipulate ideas within musical structures and formal notation, and reproduce sounds from aural memory.</p> <p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

<p>and stories with others, and (when appropriate) try to move in time with music.</p>		<p>listening to and recalling sounds taught</p> <p>Pupils gain confidence in performing in solo and ensemble contexts, playing across 5 notes</p> <p>Pupils develop an early understanding of the history of music, knowing at least 3 composers</p>	<p>Pupils listen with attention to detail and recall sounds with excellent aural memory</p> <p>Pupils use and understand a range of staff and other musical notations, and play from these</p> <p>Pupils appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Pupils develop an understanding of the history of music.</p>
--	--	--	--



## **Assessing Music**

- All teachers have a complete awareness of their learners and their attainment within Music.
- Music progress can be seen both within musical knowledge and musical practise and playing, and teachers assess against the varying areas of music (composing, singing, performing/playing, appraising/listening)
- Target Tracker is used to formally assess pupils against musical objectives every term, and shows coverage and attainment
- Teachers utilise video as a method of assessment, videoing the children's playing in key lessons to evidence progression. These are saved online to aid teacher assessment, and allow for progress to be clearly seen.
- Classes each have their own 'Big Book of Music' which is used as a scrapbook of learning. This book shows the knowledge and content of each lesson, and provides children with a vehicle for reflection upon their learning and a collaborative space to share progress.
- Children in Class 1 have musical notation books in which to record any formal notation.
- Children have the opportunity to perform regularly throughout the year, which provides a perfect platform for the children to showcase their singing and performing abilities, and for teachers to assess singing and performance particularly.

## **Impact**

By the time children leave Cockwood Primary School, it is our aim that all children will be able to play a Dood and be able to read music associated with this. Children will leave with a good understanding of the history of music, key composers and each time period, and will have curated a strong musical taste and point of view which they can articulate and explore using a range of musical vocabulary. Children are able to improvise and experiment with music making, recording this in a variety of ways that enable them to play it back and adapt. All children will have performed to an audience in every year of their school journey, and will have sung a variety of songs from a range of genres. We aim for our children to be lifelong musical explorers, and for the love of making music and performance to stay with them as they progress to their next school.

