

Sutton-on-the-Forest CE Primary School

Music

At Sutton-on-the-Forest Primary School, it is our intent that we make music an enjoyable learning experience for pupils and teachers. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn 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 to a range of musical styles.

The Charanga scheme of work is used from EYFS - Y6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

Children have the opportunity to learn a range of classical instruments in school with peripatetic teachers. We also invite Rock n Pops into school which gives the children the opportunity to learn vocals and more contemporary instruments; with the chance to join the school band from Year 4. We also have a school choir with children ranging from EYFS – Y6 who perform at different school events during the year. Key Stage Two children also take part in Young Voices bi-annually.

Our Music Curriculum Impact

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as folder/book scrutinies, lesson observations and pupil interviews.

**Music Skills Progression at Sutton-on-the-Forest CE Primary
(Y1 – Y6)**

| KS1 Skills | Year 1 | Year 2 | KS2 Skills | Year 3 | Year 4 | Year 5 | Year 6 |
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| Controlling Sounds through singing and playing (Play and Perform) | | | | | | | |
| Use voices expressively | Use voices in different ways such as speaking, singing and chanting | Use voices expressively and creatively. To sing with the sense of shape of the melody | Sing songs in unison and two parts | To sing in unison, becoming aware of pitch. | To sing in unison maintaining the correct pitch and using increasing expression. | To sing in unison with clear diction, controlled pitch and sense of phrase. | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase |
| Play tuned and un-tuned instruments | To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. | To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. | To play tuned and un-tuned instruments with control and accuracy | To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. | To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. | To play and perform with accuracy, fluency, control and expression |
| Rehearse and perform with others | To think about others when performing. | To think about others while performing | To practise, rehearse and present performances with an awareness of the audience | To think about others while performing. | To think about others while performing. | To maintain my own part and be aware how the different parts fit together. | To think about the audience when performing and how to create a specific effect. |
| Creating and developing musical ideas (Create and Compose) | | | | | | | |
| Create musical patterns | To know about and experiment with sounds | Repeat short rhythmic and melodic patterns | Improvise, developing rhythmic and melodic material when performing | To create simple rhythmical patterns that use a small range of notes. | To create rhythmical and simple melodic patterns using an increased number of notes. | To create increasingly complicated rhythmic and melodic phrases within given structures. | To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. |
| Explore, choose and organise sounds and musical ideas | To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. | To Begin to explore and choose and order sounds using the inter-related dimensions of music*. | Explore, choose, combine and organise musical ideas with musical structures | To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | | |
| Responding and reviewing appraising skills | | | | | | | |
| Explore and express ideas and feelings about music | To talk about how music makes you feel or want to move. E.g. it makes me want | To respond to different moods in music and explain thinking about | Analyse and compare sounds Explore and | To explore and comment on the ways sounds can be used expressively. | To recognise and explore the ways sounds can be combined and used | To describe, compare and evaluate different types of music beginning to use musical words. | To describe, compare and evaluate different types of music using a range of musical |

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| using movement, dance and expressive and musical language. | to jump/sleep/shout etc. | changes in sound. | explain ideas and feelings about music using movement, dance and expressive and musical language. | | expressively and comment on this effect. | | vocabulary including the inter-related dimensions of music*. |
| To make improvements to my own work | To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. | To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. | To reflect on and improve own and others work in relation to its intended effect | To comment on the effectiveness of own work, identifying and making improvements. | To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. | To comment on the success of own and others work, suggesting improvements based on intended outcomes. | To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. |
| Listening and applying knowledge and understanding | | | | | | | |
| To listen with concentration and recall sounds within increasing aural memory. | To begin to identify simple repeated patterns and follow basic musical instructions. | To identify and recognise repeated patterns and follow a wider range of musical instructions | To listen with attention to detail and to internalise and recall sounds. | To listen with attention and begin to recall sounds. | To listen to and recall patterns of sounds with increasing accuracy. | To listen to and recall a range of sounds and patterns of sounds confidently. | To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. |
| To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures. | To begin to understand that musical elements can be used to create different moods and effects. | To understand how musical elements create different moods and effects. | To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects. | To begin to understand how different musical elements are combined and used to create an effect. | To understand how different musical elements are combined and used expressively. | To begin to identify the relationship between sounds and how music can reflect different meanings. | To identify and explore the relationship between sounds and how music can reflect different meanings. |
| To understand that sounds | To begin to represent sounds with simple sounds including | To confidently represent sounds with a range of symbols, | To know that music is produced in different ways | To begin to recognise simple notations to | To understand and begin to use established and | To recognise and use a range of musical notations including staff notation. | To use and apply a range of musical notations including staff |

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| can be made in different ways and described using given and invented signs and symbols. | shapes and marks. | shapes or marks. | and described through relevant established and invented notations. | represent music, including pitch and volume. | invented musical notations to represent music. | | notation, to plan, revise and refine musical material. |
| To know how music is used for particular purposes | To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. | To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby. | To understand how time and place can influence the way music is created. | To listen to and begin to respond to music drawn from different traditions and great composers and musicians. | To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. | To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. |

Music in EYFS

During Terms 1 and 2 all of the musical learning is focussed around nursery rhymes and action songs. There will be focus on

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Listening to, learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place.

During Term 3 the focus is on transition from being focus based to preparing for Year 1. Reflect, Rewind and Replay consolidates the year's learning

- Listen and Appraise
- Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
- Perform and Share

- Reflect, Rewind and Replay - A consolidation of the year's work, prepare for a performance and look at the history of music.

| Year Group | Autumn 1 (Harvest) | Autumn 2 (Christmas) | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS Year A (2019/20) | Me | Christmas Nativity | My Stories | Everyone | Big Bear Funk | Reflect, R rep |
| Year 1/2 Year A (2019/20) | Hey You | | In the Groove | Hands, Heart, Feet | Zootime | Reflect, R Replay (Y |
| Year 1/2 Year B (2020/21) | Rhythm In The Way We Walk and The Banana Rap | | Round and Round | Your Imagination | I Wanna Play In A Band | Reflect, R Replay (Y |
| Year 3/4 Year A (2019/20) | Let Your Spirit Fly | Three Little Birds | Mamma Mia | Lean On Me | Reflect and Rewind (Y3 summer) | Summer F |
| Year 3/4 Year B (2020/21) | Glockenspiel 1 | The Dragon Song | Bringing Us Together | Glockenspiel 2 | Reflect and Rewind (Y4 summer) | |
| Year 5/6 Year A (2019/20) | Living On A Prayer | Make You Feel My Love | Dancing In The Street | You've Got A Friend | Reflect and Rewind (Y5 Summer) | |

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| Year 5/6 Year B (2020/21) | Classroom Jazz 1 | Fresh Prince of Bel Air | A New Year Carol | Classroom Jazz 2 | Reflect and Rewind (Y6 Summer) | |
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