



**Birdsedge**  
First School

# Music

## Curriculum Map Document

### Content

Content	
Intent	1. Music Statement of Intent
Implement	2. Music at BFS – an overview 3. Whole School Long Term Plan 4. Progression of Skills
Impact	5. Assessment



# 1. Statement of Intent

As outlined in the National Curriculum. Music is:

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

In line with the National Curriculum we aim to ensure that all children:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

To do this, we follow the 'Charanga' New Model Music Scheme 2021.

## 2. Music at BFS an Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b> Using the Charanga Model Music Curriculum. Enhancements for all units can be found on the Freestyle tab, for KS1 and KS2 topics.						
Class 1 (KS1 and EYFS)	Charanga unit: Year 2 Unit 1: Music is in my soul	Charanga unit: Year 2 Unit 2: Listen Christmas	Charanga unit: Year 2 Unit 3: Rainbows	Charanga unit: Year 2 Unit 4: Helping each other.	Charanga unit: Year 2 Unit 5: I wanna play in a band.	Charanga unit: Year 2 Unit 6: The sunshine song
Class 2 (KS2)	Charanga unit: Year 4 Unit 1: Hoedown	Charanga unit: Year 4 Unit 2: Looking in the mirror. Whole class instrument tuition Freestyle Unit – plastics	Charanga unit: Year 4 Unit 3: Bringing us together.	Charanga unit: Year 4 Unit 4: Let your spirit fly. Whole class instrument tuition	Charanga unit: Year 4 Unit 5: Train is a comin'	Charanga unit: Year 4 Unit 6: You can see it through
<b>Cycle 2</b> Using the Charanga Model Music Curriculum. Enhancements for all units can be found on the Freestyle tab, for KS1 and KS2 topics.						
Class 1 (KS1 and EYFS)	Charanga unit: Year 2 Unit 1: I'm always there.	Charanga unit: Year 2 Unit 2: Sparkle in the sun. Christmas	Charanga unit: Year 2 Unit 3: Hands, feet, heart.	Charanga unit: Year 2 Unit 4: The music man.	Charanga unit: Year 2 Unit 5: Music is all around.	Charanga unit: Year 2 Unit 6: Four white horses.
Class 2 (KS2)	Charanga unit: Year 4 Unit 1: I'm always there.	Charanga unit: Year 4 Unit 2: Take time in life. Whole class instrument tuition.	Charanga unit: Year 4 Unit 3: Old Joe Clock	Charanga unit: Year 4 Unit 4: Frère Jacques Whole class instrument tuition	Charanga unit: Year 4 Unit 5: Oh happy days	Charanga unit: Year 4 Unit 6: The octopus slide

Additional Charanga units have been identified for Autumn 2 and Spring 2 for KS2 as an alternative to whole class instrument tuition, if this is not available.

(Available to print in A3)

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### 3. Progression of Skills

R	<b>Personal, Social and Emotional Development</b> ELG: Self-regulation <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul> ELG: Managing Self <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li></ul> ELG: Building Relationships <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others;</li><li>• Form positive attachments to adults and friendships with peers;</li><li>• Show sensitivity to their own and to others' needs.</li></ul>	<b>Physical Development</b> ELG: Gross Motor Skills <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>• Demonstrate strength, balance and coordination when playing</li></ul> ELG: Fine Motor Skills <ul style="list-style-type: none"><li>• Use a range of small tools, including scissors, paint brushes and cutlery</li></ul>	<b>Expressive Arts and Design</b> ELG: Creating with Materials <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques,</li><li>• Share their creations, explaining the process they have used</li></ul> ELG: Being Imaginative and Expressive <ul style="list-style-type: none"><li>• Sing a range of well-known nursery rhymes and songs;</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>
	<b>Understanding the world</b> ELG: Past and Present <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society;</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> ELG: People, Culture and Communities <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li></ul>		
	<b>LAU</b> – listen attentively and respond with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify understanding <b>S</b> – Offer explanations for what might happen Express ideas and feelings using full sentences <b>SR</b> –Set and work towards simple goals Follow instructions involving several ideas or actions. <b>EAD</b> – Make use of props and materials Share their creations, explaining the processes they have used <b>BIE</b> – Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and try to move with music		<b>Broader curriculum – key Stage 1 ready:</b> <ul style="list-style-type: none"><li>• Children can sing familiar rhymes and songs</li><li>• Children learn simple rhymes or songs by heart – including some movements to begin to understand rhythm and expression/tone.</li><li>• Children make sounds using different mediums and begin to understand basic pitch – high, low and volume – quiet, loud and tempo, quick, slow.</li><li>• Children begin to understand repetition and pattern by clapping or making repeated sounds with objects/basic instruments</li></ul>
	Chant, Fast, Follow, High, Instrument, Low, Loud, Quiet (use instead of 'soft'), Repeat, Rhythm, Sing, Slow, Song, Sounds		
1	Listening and appraising	Performance	Composition

	<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>Listen to a variety of musical styles from different times, traditions and composers – alternative examples of focus genre.</p> <p>The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <p>Begin to know and be able to name the sound of musical instruments</p> <p>Begin to know features of key musical styles.</p> <p>Begin to know relevant musical language.</p> <p>Begin to know basic musical structure.</p> <ul style="list-style-type: none"> <li>• Use their bodies to find the pulse together and start to understand what pulse is/does/means etc.</li> <li>• Start to use correct musical language during discussion and when describing feelings.</li> <li>• Begin to identify the sound of the musical instruments used.</li> <li>• Use musical vocabulary to discuss basic musical structure.</li> <li>• Be able to explain the purpose of the song and context within history.</li> <li>• Say how music makes them feel.</li> <li>• They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<p>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.</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>Have the opportunity to progress to the next level of musical excellence.</p> <p>Begin to understand how pulse, rhythm and pitch work together to create music.</p> <p>Start to sing songs/raps together in a group/ensemble, know when to and not to sing.</p> <p>Begin to play instruments together in a group, know when to play and when not.</p> <p>Begin to learn that improvisation is when you make up your own tune or rhythm.</p> <p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by:</p> <ul style="list-style-type: none"> <li>• Finding the pulse together.</li> <li>• Copying back simple rhythms by clapping.</li> <li>• Begin to create their own simple rhythms for others to copy back.</li> <li>• Copy back pitch - vocal warm-ups.</li> <li>• Responding to and creating question and answer – using instruments, body percussion and voices.</li> <li>• Playing and improvising (simple patterns).</li> <li>• Taking it in turns to play and improvise using one or two notes.</li> <li>• Beginning to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Playing tuned and un-tuned instruments musically.</li> </ul>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends.</p> <p>Begin to understand the differences between composition and improvisation.</p> <ul style="list-style-type: none"> <li>• Create own simple melodies within the context of the song that is being learnt.</li> <li>• Compose using one or two notes.</li> <li>• Record the composition in any way appropriate.</li> <li>• Notate music in different ways, using graphic/ video, ICT.</li> <li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li> </ul>
2	<p><b>Listening and appraising</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Children will know there are a variety of musical styles from different times, traditions and composers.</p> <p>Children will know that different musical instruments have different sounds.</p> <p>Children will begin to know what a beat/pulse is.</p> <p>Children will begin to know some key musical language.</p> <ul style="list-style-type: none"> <li>• Be able to recognise the sound of musical instruments</li> </ul>	<p><b>Performance</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Sing songs/raps together in a group/ensemble.</p> <p>Used tuned percussion available to play together in an ensemble.</p> <p>Continue to learn that improvisation is when you make up your own tune or rhythm (not notated).</p> <p>Know how to make a sound on a given instrument.</p> <p>Know what equipment might be needed to use a given instrument.</p> <p>Know that playing together means starting and ending together.</p> <p>Begin to understand that to get better at performing you need to practise.</p>	<p><b>Composition</b></p> <p>Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p>Continue to explore and understand the difference between improvisation and composition.</p> <p>Know how to create own simple melodies within the context of the song being learnt.</p> <p>Know that composition is the written form of musical that allows music to be repeated / performed again.</p>

As YR, plus: beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice

	<ul style="list-style-type: none"> <li>Be able to recognise the basic features of key musical styles.</li> <li>Begin to use musical language.</li> <li>Use movement to find/feel the pulse together and begin to understand/feel what pulse is/does/ means etc.</li> <li>Identify some musical instruments.</li> <li>Begin to talk about the music and how it makes us feel.</li> <li>Begin to use some musical language during discussion and when describing feelings.</li> <li>Discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo).</li> </ul> <p>As Y1 plus: accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume.</p>	<p>Know how to give helpful or thoughtful comments about a performance they have seen (live or recorded).</p> <p>Begin to develop an awareness of an audience's needs during a performance.</p> <p>Deepen knowledge and understanding of the musical fundamentals (pulse, rhythm, pitch, improvisation)</p> <ul style="list-style-type: none"> <li>Use an instrument to make a purposeful sound.</li> <li>Listen to a count-in and know when to start singing or playing.</li> <li>Begin to respond to musical cues – starting and stopping.</li> <li>Join in and stop appropriately.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants / rhymes.</li> <li>Sing with an increasingly strong sense of pulse and try to sing together with the group.</li> </ul>	<p>Begin to understand the links between shape and pitch in notation</p> <ul style="list-style-type: none"> <li>Begin to compose using more than 1 or 2 notes.</li> <li>Record the composition in different ways (graphic, video etc.)</li> <li>Begin to signal when pitch and dynamics should change in notation.</li> </ul>
3	<p><b>Listening and appraising</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>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>Develop an understanding of the history of music.</p> <p>Begin to understand what the pulse is</p> <p>Continue to recognise and be able to identify musical instruments.</p> <p>Know that music can have an impact on how we feel.</p> <p>Begin to understand that some songs have a purpose within their historical context.</p> <p>Begin to understand how simple dimensions of music fit in music and within a piece e.g. a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</p> <p>Begin to understand there are different musical styles all of which have their own style indicators and may use particular instruments.</p> <ul style="list-style-type: none"> <li>Use movement to find and feel the pulse</li> <li>Use correct musical language and describe how music makes them feel</li> <li>Be able to explain the purpose of a song in its historical context.</li> <li>Talk about how music makes us feel.</li> <li>Begin to recognise style indicators</li> <li>Start to recognise different instruments.</li> </ul>	<p><b>Performance</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise 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>Know how to set up and play percussion instruments</p> <p>Continue to play and move between parts</p> <p>Know that they need to manipulate their voice to be able to sing in tune</p> <p>Know that it is important that we warm up our voices</p> <p>Know that posture, breathing and voice projection are important when singing</p> <p>Know that words usually carry meaning in songs</p> <p>Know that good performance involves a good sense of pulse and rhythm.</p> <ul style="list-style-type: none"> <li>Begin to sing with improved diction</li> <li>Join in and stop as appropriate</li> <li>Use the correct techniques to play given instruments.</li> <li>Improvise using two notes with confidence.</li> <li>Find and show some evidence of internalising the pulse with support</li> <li>Demonstrate how to find the pulse</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</li> </ul>	<p><b>Composition</b></p> <p>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>Learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation.</p> <p>Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</p> <p>Begin to know composition can be recorded in different ways.</p> <ul style="list-style-type: none"> <li>Continue to explore composition using more than 2 notes.</li> <li>Record composition using graphic/pictorial notation, using ICT, video or formal notation.</li> <li>Begin to listen back to the sound of their composition as it unfolds and make decisions about it.</li> <li>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics),</li> </ul>



			<p>higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <ul style="list-style-type: none"> <li>• Introduce formal notation teaching:</li> <li>• Stave</li> <li>• Notation</li> <li>• Quaver</li> <li>• Crotchet</li> <li>• Crotchet rest</li> <li>• Ostinato</li> </ul>
	<p>As Y2 plus: names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, glockenspiel, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, xylophone</p>		
4	<p><b>Listening and appraising</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>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>Develop an understanding of the history of music.</p> <p>Continue to develop knowledge of and begin to recognise basic style indicators.</p> <p>Continue to know different instruments by the sound they make individually and as part of an ensemble.</p> <p>Begin to understand that types of music have a basic musical structure.</p> <p>Begin to develop an understanding of the history of music.</p> <p>Begin to appreciate a wide range of high-quality live and recorded music drawn different traditions and from great composers and musicians.</p> <p>Continue to deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Begin to understand the purpose of the songs listened to and their context within history.</p> <p>Continue to deepen their understanding of the dimensions of music and how they fit into music.</p> <ul style="list-style-type: none"> <li>• Listen with increasing concentration and deeper focus.</li> <li>• Use correct musical language during discussions especially when describing</li> </ul>	<p><b>Performance</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise 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>Continue to build on previous learning about how pulse, rhythm and pitch work together to create music.</p> <p>Begin to understand why we warm up our voices and bodies to get good quality sound and projection.</p> <p>Continue to develop understanding of the importance of working together in an ensemble or as part of a group.</p> <p>Know how to set up and play tuned percussion instruments.</p> <p>Know when to join in and stop when appropriate.</p> <p>Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.</p> <p>Start to understand the basics and foundations of notations if appropriate.</p> <ul style="list-style-type: none"> <li>• Sing in tune within a limited pitch range</li> <li>• Start thinking musically and try to match performance of a song to how the music sounds and what it means</li> <li>• Begin to consider how melody should be interpreted.</li> <li>• Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations</li> <li>• Play in unison and in two parts.</li> <li>• Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently.</li> <li>• Continue inventing musical ideas within improvisation.</li> <li>• Create musical rhythms and melodies as answers as part of a group and as a soloist.</li> <li>• Improvise using two notes with confidence.</li> <li>• Dc</li> <li>• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</li> <li>• Perform what has been learnt to other people.</li> </ul>	<p><b>Composition</b></p> <p>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>Know how to compose using two notes.</p> <p>Know that composition can be recorded using graphic/pictorial notation or using technology e.g. video.</p> <p>Know that the interrelated dimensions of music can be utilised in composition.</p> <p>Begin to develop an awareness of a link between shape and pitch using graphic notations.</p> <ul style="list-style-type: none"> <li>• Continue inventing musical ideas within composition.</li> <li>• Compose a section of music that can be added to a performance of a song.</li> <li>• Musically demonstrate increased understanding and use of the interrelated dimensions of music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>• Record their composition in any way appropriate e.g. video, ICT, graphic/pictorial notation.</li> <li>• Formal notation teaching:</li> <li>• Quaver</li> <li>• Semibreve</li> </ul>

	<ul style="list-style-type: none"> <li>• Use style indicators to discuss common features</li> <li>• Talk about how the music makes us feel</li> <li>• Begin to talk about music giving specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Play an instrument, improvise and play compositions as part of this performance with as much confidence and accuracy as possible.</li> <li>• Perform with a deeper understanding.</li> <li>• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented.</li> <li>• Watch a recording and/or discuss the performance and offer helpful and thoughtful comments and feedback about others.</li> </ul>	<ul style="list-style-type: none"> <li>• Semibreve rest</li> <li>• Crotchet</li> <li>• Crotchet rest</li> <li>• Minim</li> </ul>
As Y3, plus: harmony, improvise, leaping (large interval between two notes), pentatonic.			
5	<p><b>Listening and appraising</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory. 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. Develop an understanding of the history of music. Know there are a variety of musical styles from different times and traditions. Know that there are different instruments which all have different features and are features of key musical styles. Continue to develop knowledge and understanding of musical language. Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Know the different dimensions of music and know how to identify them and discuss them in the context of the music they are listening to.</p> <ul style="list-style-type: none"> <li>• Listen with increasing concentration and with a deeper focus.</li> <li>• Continue to learn to recognise and name different instruments.</li> <li>• Continue to identify musical styles through learning about their style indicators and the instruments played.</li> <li>• Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>• Use accurate musical language to describe and talk about music.</li> <li>• Listen to other ideas about music, respect those ideas and feelings.</li> </ul>	<p><b>Performance</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Know they can use their own voices, tuned or untuned musical instruments to create and compose music. Understand and explore how music is created, produced and communicated including through interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Find and internalise the pulse independently and stay in time.</li> <li>• Demonstrate how to find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>• Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back in time.</li> <li>• Clap/play simple rhythms/copy one or two note pitches confidently and create own rhythm when asked. Lead others if asked.</li> </ul>	<p><b>Composition</b></p> <p>Compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations. Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. Know how to create own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group. Know that composition can be recorded in a variety of ways using video, audio, ICT, formal or informal notation. Know there is a musical correlation between shape and pitch using graphic notation.</p> <ul style="list-style-type: none"> <li>• Compose a section of music that can be added to a performance of a song.</li> <li>• Create your own more complex melodies within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>• Use voice, sounds, technology and instruments in creative ways.</li> <li>• Record the composition in any way appropriate.</li> <li>• Continue to musically demonstrate an understanding</li> </ul>

<ul style="list-style-type: none"> <li>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Including tempo, dynamics, timbre, texture and structure where children are more able.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> <li>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</li> <li>Perform what they have learnt to an audience.</li> <li>Play an instrument and improvise as part of a performance with as much confidence and accuracy as possible.</li> <li>Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of a unit.</li> <li>Practise, rehearse and present performances with awareness of an audience.</li> <li>Begin to realise that performance can influence how music is presented.</li> <li>Communicate ideas, thoughts and feelings through simple musical demonstration.</li> <li>Watch a recording and/or discuss the performance.</li> <li>Offer helpful and thoughtful comments and feedback about others.</li> </ul>	<p>and use of the interrelated dimensions of music as appropriate.</p> <ul style="list-style-type: none"> <li>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> <li>Play their compositions as part of a performance and with as much confidence and accuracy as possible.</li> <li>Formal notation teaching: <ul style="list-style-type: none"> <li>Semiquaver</li> <li>Dotted minim</li> <li>Treble clef</li> <li>Base clef</li> <li><b>pianissimo</b> (<i>pp</i>) – very quiet</li> <li><b>piano</b> (<i>p</i>) – quiet</li> <li><b>mezzo piano</b> (<i>mp</i>) – quite quiet</li> <li><b>mezzo forte</b> (<i>mf</i>) – quite loud</li> <li><b>forte</b> (<i>f</i>) – loud</li> <li><b>fortissimo</b> (<i>ff</i>) – very loud</li> <li>Crescendo – getting louder</li> <li>Diminuendo – getting quieter</li> </ul> </li> </ul>
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As Y4, plus: accent, bass, notation, texture, timbre, syncopation

## 4. Assessment

A Reception Musician	A Year 1 Musician	A Year 2 Musician
<p><b>LAU</b> – listens attentively and respond with relevant questions, comments and actions            Makes comments about what they have heard and ask questions to clarify understanding  <b>S</b> – Offers explanations for what might happen            Expresses ideas and feelings using full sentences  <b>SR</b> –Sets and works towards simple goals            Follows instructions involving several ideas or actions.  <b>EAD</b> – Makes use of props and materials            Shares their creations, explaining the processes they have used  <b>BIE</b> – Sings a range of well-known nursery rhymes and songs            Performs songs, rhymes, poems and stories with others, and tries to move with music</p>	<p>1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.            1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.            1c: Demonstrates some basic understanding of musical style.            2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.            2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).            2c: Demonstrates a basic understanding of the importance of posture and technique when performing.            2d: Demonstrates an understanding of the basic concepts of improvisation and composition.            2e: Introduces the performance (any connection to the Social Theme is an added bonus).</p>	<p>1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.            1b: Demonstrates a basic understanding of how feelings can connect with/relate to music.            1c: Demonstrates some basic understanding of musical style.            2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.            2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).            2c: Demonstrates a basic understanding of the importance of posture and technique when performing.            2d: Demonstrates an understanding of the basic concepts of improvisation and composition.            2e: Introduces the performance (any connection to the Social Theme is an added bonus).</p>

A Year 3 Musician	A Year 4 Musician	A Year 5 Musician
<p>1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>1b: Can identify and describe feelings as they relate to music.</p> <p>1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</p> <p>2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.</p> <p>2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.</p> <p>2c: Can make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.</p> <p>3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> <li>● Understand and make connections between the music encountered and the Social Theme.</li> <li>● Understand and apply learning from the Musical Spotlight.</li> <li>● Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</li> </ul>	<p>1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>1b: Can identify and describe feelings as they relate to music.</p> <p>1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</p> <p>2a: Can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.</p> <p>2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen, playing by ear or with the notation provided.</p> <p>2c: Can make an informed decision as to which notes to use when composing and improvising with the song.</p> <p>3a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music.</p> <p>3b: Demonstrates an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> <li>● Understand and make connections between the music encountered and the Social Theme.</li> <li>● Understand and apply learning from the Musical Spotlight.</li> <li>● Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</li> </ul>	<p>1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <p>1b: Can identify and describe a variety of contrasting feelings as they relate to music.</p> <p>1c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.</p> <p>2a: Can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.</p> <p>2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece).</p> <p>2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song.</p> <p>3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.</p> <p>3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing.</p> <p>3c: When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> <li>● Understand and make connections between the music encountered and the Social Theme.</li> <li>● Understand and apply learning from the Musical Spotlight.</li> <li>● Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</li> </ul>