



Music Vision & Intent

Overall Vision

At Elm Tree Community Primary School, we believe that music is a universal language that inspires creativity, self-expression, and a sense of community. Our aim is to ensure that every child experiences a high-quality, inclusive, and engaging music education that fosters musical skills, confidence, and cultural awareness.

Our vision is to grow confident, expressive, and creative learners through rich and inclusive musical experiences.

By the end of Early years & Key Stage 1

National Curriculum

By the end of **Key Stage 1 (KS1)**, children are expected to develop **basic musical skills**, confidence, and enjoyment through active music-making. Furthermore, children should **sing, play, listen, and create music** with increasing confidence and control, demonstrating an awareness of the basic building blocks of music.

At Elm Tree we prioritise:

Performance and playing an instrument

Begin to sing simple songs clearly and in tune.

Use their voices expressively (e.g., loud/soft, happy/sad, high/low).

Begin to perform chants, rhymes, and songs with growing confidence.

Play simple rhythms and melodies on classroom instruments (e.g., drums, shakers, bells, xylophones).

Develop fundamental skills to perform in a group confidently.

Begin to start and stop in time with others, follow directions from a teacher/conductor.

It will be our goal for children to show confidence and enjoyment when performing.

Learn how to play instruments, delivered by an expert practitioner.

Begin to learn and keep a steady beat and play simple rhythms accurately.

They will also explore different instrumental sounds (Timbres) during these sessions.

As well as this, children will learn how to use tuned/untuned instruments correctly and safely when completing music lessons with their class teacher.

These lessons will also provide children with the opportunity to contribute a simple instrumental part to a musical ensemble.

Improvisation

Develop fundamental skills to improvise using their voice, body percussion, or with instruments.

Learn how to explore ways of changing sound (Dynamics, tempo, pitch).

Transcribing

Begin to recognise simple graphic symbols that represent sounds (E.g. lines, dots, shapes).

Begin to understand that symbols can show musical ideas (E.g. long/short, loud/quiet).
Understand how to create marks or drawings to represent sound (E.g. zig zag for loud, dots for short beats).
To be able to use symbols consistently to show the difference between sound (E.g. long vs short notes).
Representing a simple pattern they have clapped, sung or played.
Read simple notation by following a simple graphic score from left to right.
Respond to a visual pattern by performing the correct sound (E.g. clap whenever they see a shape).
Contribute to group notation by helping to create a class or group graphic score.
Placing symbols in sequence to show order of sounds.

Describing

Learn to listen attentively to music.
Begin to identify contrasts in music (Fast/slow, loud/quiet, high/low).
Learn to move or respond appropriately to a pulse.
Talks about how music makes them feel.
Recognise different sound sources (Voices, instruments)

Composition

Learn to contribute ideas to group compositions.
Begin to help arrange sounds in a sequence (Beginning, middle and end).
Encouragement to combine sounds to make a simple composition.
To begin to understand that music has a structure and attempt to use it (E.g. ABA, call and response).
Begin to use timbre by selecting instruments carefully for the sound needed.
Contribute ideas to group compositions, listen to others suggestions, work together to decide the order or combination of sounds and take turns.
Perform their own piece with a sense of confidence.

By the end of Key Stage 1, Pupils will have experienced:

Moo music lessons:

- ☐ Understanding Musical Elements
- ☐ Awareness of Pulse / steady beat, Rhythm (long/short sounds), Pitch (high/low), Dynamics (loud/quiet), Tempo (fast/slow), Timbre (different sound qualities), Texture (one sound vs. several together)

Keyboard lessons (Upper KS1):

- ☐ Basic Keyboard Orientation and Finger Awareness
- ☐ Playing Simple Notes and Scales
- ☐ Developing Rhythm and Coordination
- ☐ Begin to play Simple Melodies
- ☐ Understanding Basic Musical Concepts
- ☐ Exploring Simple Chords
- ☐ Listening and Responding to Music
- ☐ Beginning to play Simple Pieces Together

Drums lessons (Upper KS1):

- ☐ Begin to name different parts of a drum kit
- ☐ Introduction to simple time signatures
- ☐ Introduced to using pedals

- ☐ Learn how to hold the sticks correctly
- ☐ Begin to learn and keep a steady beat
- ☐ Gross Motor skills

Garage Band (Upper KS1):

- ☐ Familiarisation with the Interface
- ☐ Exploring Sounds and Instruments
- ☐ Begin to use loops to Create Music
- ☐ To begin to record their own sounds
- ☐ Begin simple arrangement and structure
- ☐ Developing basic music concepts
- ☐ Sharing and performing their music

Main music lessons:

- ☐ Singing & using the voice
- ☐ Playing tuned and untuned instruments
- ☐ Listening & Responding
- ☐ Performing a range of songs
- ☐ Recognising Musical Symbols
- ☐ Using marks to represent sounds
- ☐ Reading Simple Notation
- ☐ Contributing to group Notation
- ☐ Creating Musical Ideas
- ☐ Organising and Structuring Music
- ☐ Using the Elements of Music Purposefully
- ☐ Working Collaboratively
- ☐ Communicating and representing musical ideas
- ☐ Performing their composition

Spotify Playlist:

- ☐ Weekly activity listening and appraising 2 songs children have chosen and 1 song an adult in the class has chosen (If children are unable to think of songs, adults in the class will chose for them)

Extra-Curricular Activities:

- ☐ Christmas performance
- ☐ Opportunity to be involved in musical ensembles, individual and choir performances at various venues such as 'Young Voices' and 'Lancashire sings' a singing event where the children will be able to perform at Chorley Town Hall.
- ☐ Music therapy is also provided for children who the school has noticed would benefit from this experience.
- ☐ Lunchtime dance club, where they learn to perform a dance in time with music.
- ☐ Music workshops will be provided by expert practitioners.
- ☐ Afternoon music club involving different musical activities such as exploring different instruments, just dance, musical statues and Karaoke.

- ☐ We have a yearly performance by an incredibly talented company Kids that rock. Education meets excitement in their dynamic workshop, designed to inspire and empower children. With hands-on activities, inclusive learning, and endless fun, Kids That Rock workshops are where young minds thrive. It gives children the opportunity to go on a journey of musical discovery.
- ☐ Watch a live pantomime performance during Christmas time, this gives the children the opportunity to hear live instruments and performers singing.

By the end of Key Stage 2

National Curriculum:

By the end of **Key Stage 2 (KS2)**, children should have developed a more **advanced understanding of music**, with a deeper focus on **creativity, musical notation**, and **performing**. At this stage, they should be able to **read and create music**, understand a broader range of **musical elements**, and **perform confidently** in a group.

At Elm Tree we prioritise:

Performance and playing an instrument:

Begin to sing a range of songs with increasing accuracy, fluency, and expression, using their voice effectively.

Play an instrument (e.g., keyboard, guitar, recorder, or others) with growing proficiency and control, both individually and as part of a group.

Perform simple pieces with confidence, maintaining the correct rhythm and tempo.

Follow a leader/conductor in group performances, knowing when to start, stop, and how to perform with others.

Sing or play from memory or basic notation, including simple harmonies or parts.

Perform a solo or in a group, with appropriate stage presence and musical awareness.

Improvisation

Begin to improvise with confidence using voice or instruments, creating simple melodies, rhythms, or harmonies on the spot.

Experiment with tempo, dynamics, and timbre to create mood or atmosphere.

Transcribing

Introduced to the treble clef notes in the C-G range.

Begin to recognise note values like quarter notes, half notes, and whole notes.

With support children can draw and label basic notes and rests (e.g., quarter note, half note, quarter rest).

Begin to identify and use simple time signatures (e.g., 4/4 or 3/4 time).

Recognise the structure of simple musical phrases and be able to follow the beat when clapping or tapping rhythms.

Describing

Learn to identify tempo, dynamics, pitch, timbre, duration, and texture in music.

Start to recognise simple structures (e.g., verse–chorus, call-and-response, binary/AB).

Begin to discuss music using correct musical vocabulary.

Listen to music from different genres, eras, and cultures, beginning to compare them.

Composition

Learn to create their own simple melodies and rhythms.

Use musical elements purposefully (loud/quiet, high/low, fast/slow, etc.).

Create short compositions using:

- Body percussion
- Tuned/untuned instruments
- Simple digital tools (e.g., Garage Band)

Learn to organise ideas using graphic notation, symbols, or simple staff notation.

Perform and begin to evaluate their own and others' compositions.

By the end of Key Stage 2, Pupils will have experienced:

Guitar lessons:

- ☐ Learn the main parts of a guitar (body, neck, frets, strings, soundhole, etc.)
- ☐ Learn how to hold the guitar correctly (sitting posture, guitar on the right/left leg depending on style).
- ☐ Learn how to use the fretting hand and strumming/picking hand.
- ☐ Learn how to handle the guitar safely and respectfully.
- ☐ Understanding string names (E–A–D–G–B–E)
- ☐ Explore how to change the sound of the guitar by experimenting with guitar pedals on Garage Band.
- ☐ Begin to record the guitar sounds they have explored.
- ☐ Introduction to guitar chords, what they look like through reading simple notation such as TAB (tablature) – understanding string numbers and fret numbers and Chord diagrams – how to read and interpret them.
- ☐ Begin to learn simple guitar chords and riffs
- ☐ Perform the chords or riffs if confident

Drums lessons:

- ☐ Name and describe different parts of the drum kit.
- ☐ Begin to confidently use pedals.
- ☐ Learn to holding sticks with relaxed hands (no tight grip).
- ☐ Understand how to play simple full strokes, down strokes, tap strokes.
- ☐ Begin to play with even volume and control.
- ☐ Use wrists rather than arms for sound.
- ☐ Keep a steady beat independently.
- ☐ Understand simple time signatures (Quarter notes, eighth notes) and introduced to others e.g. triplets and sixteenth notes
- ☐ Learn a simple rock beat
- ☐ Introduction to world rhythms
- ☐ Perform a song if confident

Garage Band:

- ☐ Open and save a new projects
- ☐ Understanding and using loops
- ☐ Working with Rhythm
- ☐ Create simple melodies
- ☐ Recording Live Sounds
- ☐ Simple editing techniques
- ☐ Musical Structure

- ☐ Exporting and sharing Work
- ☐ Creativity and composition

Main music lessons:

- ☐ Listening and appraising
- ☐ Singing
- ☐ Pulse and rhythm
- ☐ Pitch & melody
- ☐ Play a range of instruments & perform
- ☐ Work collaboratively on a group composition
- ☐ Records ideas using graphic notation, symbols or digital tools
- ☐ Using musical elements (tempo, dynamics, pitch, timbre) deliberately
- ☐ Creating simple rhythmic patterns
- ☐ Creating short melodies using a limited set of notes
- ☐ Improvising short rhythmic ideas
- ☐ Responding musically to a given rhythm or backing track
- ☐ Using basic musical terms correctly:
tempo, dynamics, pitch, rhythm, beat, timbre, texture
- ☐ Describing what they hear or perform using musical vocabulary
- ☐ Explaining simple choices made during composition

Spotify Playlist:

- ☐ Weekly activity listening and appraising 2 songs children have chosen and 1 song an adult in the class has chosen.

Extra-Curricular Activities:

- ☐ Christmas performance
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- ☐ Music therapy is also provided for children who the school has noticed would benefit from this experience.
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- ☐ Watch a live pantomime performance during Christmas time, this gives the children the opportunity to hear live instruments and performers singing.

Summary of sequence

During the children's time in Establish the focus for music will be exploration, enjoyment, and foundational musical behaviours. For the children in Establish accessing upper KS1, the focus for music will be for children to build basic musical skills through structured activities.

This will then prepare children in Endeavor who will focus on developing control, confidence, and simple musical understanding. The focus will then progress to children focusing on applying skills more musically and beginning formal musical understanding.

Children in Enlighten will progress in music and focus on greater musical independence, control, and creativity. For any children who are accessing upper KS2 the focus will be for children to Refine, Extend, and Master music Skills.

The main goal for pupils leaving Elm Tree is for them to become more independent, expressive, and analytical musicians.