

The Meadows Primary Academy



Music

The Meadows Primary Academy - EAD- Creating with Materials and Being Imaginative

MUSIC progression through EYFS

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to ‘have a go’		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)		
ELG						
– Sing a range of well-known nursery rhymes & songs						
- Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music						
Focus	Singing	Listening	Composing	Performing	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none">Remember and sing familiar songs e.g., pop songs and rhymes. Sing exploring different pitch .	<ul style="list-style-type: none">Respond to what they have heard, expressing their thoughts and feelings.Explore & learn how sounds & movements can be changed e.g., louder, quieter Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously	<ul style="list-style-type: none">Develop an understanding of how to create & use sounds intentionallyCreate own songs, or improvise a song around one they know	<ul style="list-style-type: none">Engage in domestic role play – re-enacting every day events / celebrationsParticipate in role play linked to focus texts / themesRemember & sing familiar songs e.g., pop songs, rhymesTaps out simple repeated rhythmsCreate sounds to accompany stories Play instruments with increasing control to express their feelings & ideas.	<ul style="list-style-type: none">fast/slow Loud/quiet Song/sing	
Nursery Knowledge	Autumn		Spring		Summer	
	My Environment and Me	Special Times and Special Places	Same and Different	Life Cycles	Where will we go Now?	People in Our Community
	<ul style="list-style-type: none">Can sing a range of familiar nursery rhymesShow interest in domestic role play using resources purposefullyShow interest in small world play using resources purposefully	<ul style="list-style-type: none">Can sing a range of familiar nursery rhymes with actionsEngage in domestic role play, re-enacting some familiar family eventsEngage in small world play, re-enacting some familiar events	<ul style="list-style-type: none">Begin to play co-operatively within domestic role play and small world play, developing narrative, linked to focus textsCan follow a steady beat with a musical instrument.Can follow the beat using body percussions.	<ul style="list-style-type: none">Can sing along to songs and mirror the actions of others	<ul style="list-style-type: none">Can create their own rhythm in time to music.Can use instruments to go faster and slower and can start and stop using visual signs.	<ul style="list-style-type: none">Can sing along to a range or songs.Use musical instruments to express feelings.Engage in themed role play, linked to focus text, developing narrative

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Golden Threads of our Curriculum: R-A-I-S-E

		<ul style="list-style-type: none">Can use props as they sing (nativity) Can move in time to music	<ul style="list-style-type: none">Can use instruments to represent parts of a story for effect.			
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future. Class floor books to be used to showcase a learning journey over time of significant events.						

TheMeadows Primary Academy - EAD- Creating with Materials and Being Imaginative



MUSIC progression through EYFS

Active Learning - Motivation		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories) <p>Working with ideas (critical thinking)</p>		
ELG						
<ul style="list-style-type: none">Sing a range of well-known nursery rhymes & songsPerform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music						
Focus	Singing	Listening	Performing	Composing	Vocabulary- To be used daily.	
Reception Skills	<ul style="list-style-type: none">Sing in a group or on their own, increasingly matching the pitch and following the melody.	<ul style="list-style-type: none">Respond imaginatively to music e.g. this music sounds like dinosaursListen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none">Choose particular movements, instruments/sounds for their own imaginative purposesExplore & engage in music making & dance, performing solo or in groups	<ul style="list-style-type: none">Sing in a group or on their own, increasingly matching the pitch & following the melodyMake Music in a range of ways eg plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to	Chant High/ low Repeat Rhythm Sound Beat Follow	
Reception Knowledge	Autumn		Spring		Summer	
	My Environment and Me	Special Times and Special Places	Same and Different	Life Cycles	Where will we go Now?	People in Our Community
	<ul style="list-style-type: none">Sing along to a familiar song as a class group.	<ul style="list-style-type: none">Sing along to new songs (nativity) as a group.Sing some songs in smaller groups	<ul style="list-style-type: none">Move in time to music (dance)Create movement to match different sounds in stories.Follow signals for 'stop and go' 'louder and quieter'	<ul style="list-style-type: none">Follow the beat with a range instrument.Follow a simple musical pattern	<ul style="list-style-type: none">Make own musical instrument and explain the sounds that it makes.	<ul style="list-style-type: none">Play a musical instrument in time to the beat of a song.
Explore pulse, rhythm and duration		Exploring pitch, timbre, tempo and dynamics.		Exploring sounds, instruments and symbols.		

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Golden Threads of our Curriculum: R-A-I-S-E

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. The outdoor classroom will be used as a key feature in our science learning through the natural world. Trips to the farm and the zoo will be used to enhance children experiences of animals and class experiences of hatching our own chicks and caring for our own caterpillars/butterflies.

Cycle A: Music skills progression

KS1: POS

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music.

Singing

Take part in singing, accurately following the melody.
Sing a range of simple songs with actions to mark the steady beat.
Follow instructions on how and when to sing.

Listening

Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration.
Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.

Composing

Create a mixture of different sounds.
Choose and sequence sounds to create an effect.
Create short, musical patterns.
Use symbols to represent a composition and use them to help with a performance.

Performing

Control sounds using voices and instruments.
Follow instructions on when and how to play an instrument

Cycle A: End Points

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| • Exploring pulse, rhythm and duration | <ul style="list-style-type: none">- Clap and move to the pulse of a song/piece of music.- Sing a range of simple songs with actions to mark the steady beat- Create long and short sounds on a range of instruments |
| • Exploring pitch, timbre, tempo and dynamics. | <ul style="list-style-type: none">• Use hands or actions to show changes in pitch.• Listen to different pieces of music to identify examples of changes in tempo and pitch.• Play different pitches and dynamics on a range of instruments. |

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| <ul style="list-style-type: none"> Exploring sounds, instruments and symbols. | <ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Create a mixture of different sounds (long and short, loud and quiet, high and low). Use symbols to represent a composition and use them to help with a performance. |
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Key Vocabulary:

Pulse, volume, beat, rhythm, pitch.

Experiences	SMSC	British Values	The Meadows Values
<ul style="list-style-type: none"> Listen and appraise songs from a range of cultures Engaging as a team Using musical instruments Exploring a range of musical genres 	Moral <ul style="list-style-type: none"> Listening and valuing others opinions on the genre being taught Expressing own personal feelings and thoughts on musical genres 	Democracy <ul style="list-style-type: none"> Listen and appraise the other music. 	Team work <ul style="list-style-type: none"> Working with others using musical instruments Working as a class to produce a piece of music Respect <ul style="list-style-type: none"> Respecting others views Respecting a range of musical genres Resilience <ul style="list-style-type: none"> Engaging in the music lesson Learning a musical instrument

Cycle B: Music skills progression

KS1: POS

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music.

Singing Take part in singing, accurately following the melody. Sing a range of simple songs with actions to mark the steady beat. Follow instructions on how and when to sing.	Listening Listen and respond to a variety of live and recorded music comment on pulse, rhythm, pitch, timbre, dynamics and duration. Recognise changes in pulse, rhythm, pitch, timbre, dynamics and duration.
Composing Create a mixture of different sounds. Choose and sequence sounds to create an effect and begin to explore simple structures e.g. ABA, AABB Create a soundscape or picture. Create short, musical patterns using a limited range of notes. Use symbols to represent a composition	Performing Control sounds using voices and instruments. Follow instructions on when and how to play an instrument. Follow graphic symbols when performing.

Cycle B: End Points	
<ul style="list-style-type: none"> Exploring pulse, rhythm and duration 	<ul style="list-style-type: none"> Copy phrases of long and short notes using simple rhythm cards. Create sequences of long and short notes on a range of instruments following simple notation Use instruments to add simple accompaniments to songs based on word rhythms, long/short sounds.
<ul style="list-style-type: none"> Exploring pitch, timbre, tempo and dynamics. 	Sing songs and rhymes using different voices/pitches/dynamics/tempo/timbres (different voices) <ul style="list-style-type: none"> Create musical interludes and accompaniments using instruments to compliment the mood of a song e.g. sunshine, rain etc. Use simple graphics to notate differences in pitch/to follow the shape of a melody within a song
<ul style="list-style-type: none"> Exploring sounds, instruments and symbols. 	Combine sounds to create short pieces of music to describe pictures and stories. <ul style="list-style-type: none"> Sequence symbols to create own pieces using voice and/or instruments Following symbols to indicate changes in pitch; timbre, dynamics

Key Vocabulary:			
pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance			
Experiences	SMSC	British Values	The Meadows Values

<ul style="list-style-type: none"> • Listen and appraise songs from a range of cultures • Engaging as a team • Using musical instruments • Exploring a range of musical genres 	Moral <ul style="list-style-type: none"> • Listening and valuing others opinions on the genre being taught • Expressing own personal feelings and thoughts on musical genres 	Democracy <ul style="list-style-type: none"> • Listen and appraise the other music. • Learning songs from different cultures 	Team work <ul style="list-style-type: none"> • Working with others using musical instruments • Working as a class to produce a piece of music Respect <ul style="list-style-type: none"> • Respecting others views • Respecting a range of musical genres Resilience <ul style="list-style-type: none"> • Engaging in the music lesson • Learning a musical instrument
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Year 3: Music skills progression

<p>KS2: POS</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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.</p>	
Singing Sing from memory with accurate pitch. Sing in tune, Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others.	Listening Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes. Listen to music from a range of historical periods. Understand layers of sound and discuss their effect on mood and feelings. Use the interrelated dimensions of music to describe what they hear.
Composing Compose melodic songs. Create repeated patterns with a range of instruments. Create simple accompaniments for tunes. Use drones as accompaniments. Devise non-standard symbols to indicate when to play and rest. Choose, order and combine sounds to create an effect. Use sounds to create abstract effects.	Performing Perform melodic songs. Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.

Year 3 End Points			
Key Vocabulary	Exploring pulse, rhythm and notation, verse, chorus, melody, tempo, dynamics	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	
Structure	Play simple, improvised, composed pulse patterns with pitch, tempo, dynamics	• Perform simple ostinato patterns (in groups) to accompany verse	
Experiences	• Listen and appraise songs from a range of cultures and genres as a team • Using musical instruments to explore sounds, instruments and symbols.	• Understand layers of sounds and discuss their effect on mood and feelings. • Choose, order, combine and control sounds to create an effect. • Devise non-standard symbols to indicate when to play and rest. • Expressing own personal feelings and thoughts on musical genres • Add simple accompaniments (ostinato, drones) to accompany simple songs. • Evaluate music using musical vocabulary to identify areas of likes and dislikes • Create own music to given musical structures	<div> Base Values </div> <div> The Meadows Values </div> <div> Team work <ul style="list-style-type: none"> Working with others using musical instruments Working as a class to produce a piece of music </div> <div> Respect <ul style="list-style-type: none"> Respecting others views Respecting a range of musical genres </div> <div> Resilience <ul style="list-style-type: none"> Engaging in the music lesson Learning a musical instrument </div>

Year 4: Music skills progression	
<p>KS2: POS</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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.</p>	
<p>Singing</p> <p>Sing from memory with accurate pitch.</p> <p>Sing in tune, Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Perform with control and awareness of others.</p>	<p>Listening</p> <p>Listen and evaluate music from different traditions, genres, composers and musicians using musical vocabulary and identify areas of likes and dislikes.</p> <p>Listen to music from a range of historical periods.</p> <p>Understand layers of sound and discuss their effect on mood and feelings.</p> <p>Use the interrelated dimensions of music to describe what they hear.</p>

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

Composing

Compose melodic songs. Create repeated patterns with a range of instruments.
 Create simple accompaniments for tunes.
 Use drones as accompaniments.
 Devise non-standard symbols to indicate when to play and rest.
 Choose, order and combine sounds to create an effect.
 Use sounds to create abstract effects.

Performing

Perform melodic songs.
 Maintain a simple part within a group.
 Play notes on an instrument with care so that they are clear.
 Perform with control and awareness of others.

Year 4 End Points

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| <ul style="list-style-type: none"> Exploring pulse, rhythm and duration | <ul style="list-style-type: none"> Compose and perform melodic songs (pentatonic). Create repeated patterns with a range of instruments. Create accompaniments for tunes using the pentatonic scale. |
| <ul style="list-style-type: none"> Exploring pitch, timbre, tempo and dynamics. | <ul style="list-style-type: none"> Listen to and evaluate live and recorded music, commenting on likes and dislikes, moods and feelings. Use sound to create abstract effects. Compose music to a given stimulus as part of a smaller group. Begin to recognise the notes EGBDF and FACE on the musical stave and simple rhythmic notations. |
| <ul style="list-style-type: none"> Exploring sounds, instruments and symbols. | <ul style="list-style-type: none"> Maintain a simple part within a group. Pronounce words within a song clearly. Create accompaniments for raps using melodic and rhythmic ostinato. Perform with control and awareness of others |

Key Vocabulary:			
Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns			
Experiences	SMSC	British Values	The Meadows Values
<ul style="list-style-type: none"> Listen and appraise songs from a range of cultures Engaging as a team Using musical instruments Exploring a range of musical genres 	Moral <ul style="list-style-type: none"> Listening and valuing others opinions on the genre being taught Expressing own personal feelings and thoughts on musical genres 	Democracy <ul style="list-style-type: none"> Listen and appraise the other music. Learning songs from different cultures 	Team work <ul style="list-style-type: none"> Working with others using musical instruments Working as a class to produce a piece of music Respect <ul style="list-style-type: none"> Respecting others views Respecting a range of musical genres Resilience <ul style="list-style-type: none"> Engaging in the music lesson Learning a musical instrument

Year 5: Music skills progression

KS2: POS

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

<p>Singing Singing from memory with confidence. Perform solo or as part of an ensemble. Sing expressively and in tune. Perform with controlled breathing and skilful singing. Hold a part within a round or part song. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody.</p>	<p>Listening Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes. Listen to music from a range of historical periods. Use the interrelated dimensions of music to describe what they hear</p>
<p>Composing Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Compose using a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinati (based on pentatonic and whole scale). Begin to use standard musical notation. Begin to read and create notes on a musical stave. Begin to understand the purpose of the treble clef. Understand simple rhythmic time signatures. Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Performing Sustain a drone or a melodic ostinato as an accompaniment. Perform with skilful playing. Play from memory with confidence. Combine a variety of musical devices including melody, rhythm and chords. Perform solos or as part of an ensemble.</p>

<u>Year 5 End Points</u>	
<ul style="list-style-type: none"> Exploring pulse, rhythm and duration 	<ul style="list-style-type: none"> Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (tuned instrument). Combine a variety of musical devices, including melody, rhythm and chords. Choose from a wide range of musical vocabulary to accurately describe and appraise music
<ul style="list-style-type: none"> Exploring pitch, timbre, tempo and dynamics. 	<ul style="list-style-type: none"> Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music. Use drones and melodic ostinati. Combine a variety of musical devices, including melody, rhythm and chords.
<ul style="list-style-type: none"> Exploring sounds, instruments and symbols. 	<ul style="list-style-type: none"> Sing or play from memory with confidence and controlled breathing and skilful playing. Perform solos or as part of an ensemble. Sing or play expressively and in tune, maintain (as part of a group) a harmony within a part song. Sustain a drone or a melodic ostinato to accompany singing.

Key Vocabulary:

Chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse

Experiences	SMSC	British Values	The Meadows Values
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Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

<ul style="list-style-type: none"> • Listen and appraise songs from a range of cultures • Engaging as a team • Using musical instruments • Exploring a range of musical genres 	Moral <ul style="list-style-type: none"> • Listening and valuing others opinions on the genre being taught • Expressing own personal feelings and thoughts on musical genres 	Democracy <ul style="list-style-type: none"> • Listen and appraise the other music. • Learning songs from different cultures 	Team work <ul style="list-style-type: none"> • Working with others using musical instruments • Working as a class to produce a piece of music Respect <ul style="list-style-type: none"> • Respecting others views • Respecting a range of musical genres Resilience <ul style="list-style-type: none"> • Engaging in the music lesson • Learning a musical instrument
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Year 6: Music skills progression

KS2: POS

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and play musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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.

Singing

Singing from memory with confidence. Perform solo or as part of an ensemble.
Sing expressively and in tune. Perform with controlled breathing and skilful singing.
Hold a part within a round. Sing a harmony part confidently and accurately.
Convey the relationship between the lyrics and the melody

Listening

Listen and evaluate music from different traditions, genres, composers and musicians using a wide range of musical vocabulary and identify areas of likes and dislikes.
Listen to music from a range of historical periods.
Describe how lyrics often reflect the cultural context of music and how social meaning.
Use the interrelated dimensions of music to describe what they hear.

Composing

Create songs with verse and chorus. Create rhythmic patterns with an awareness of timbre and duration.
Combine a variety of musical devices including melody, rhythm and chords.
Compose using a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinati (based on pentatonic and whole scale).
Begin to use standard musical notation. Begin to read and create notes on a musical stave.
Begin to understand the purpose of the treble clef.
Begin to understand and use the # and b symbols.

Performing

Sustain a drone or a melodic ostinato as an accompaniment. Perform with skilful playing.
Play from memory with confidence.
Combine a variety of musical devices including melody, rhythm and chords.
Perform solos or as part of an ensemble.

Our Mission: To drive personal and academic excellence; everyone, every day.

Understand simple rhythmic time signatures. Thoughtfully select elements for a piece in order to gain a defined effect.
Use digital technologies to compose, edit and refine pieces of music

Year 6 End Points

<ul style="list-style-type: none"> Exploring pulse, rhythm and duration 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Hold a part within a round. Begin to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play and create notes on the musical stave. Combine a variety of musical devices, including melody, rhythm and chords.
<ul style="list-style-type: none"> Exploring pitch, timbre, tempo and dynamics. 	<ul style="list-style-type: none"> Perform with skilful playing (instrument – tuned and untuned). Create rhythmic patterns with an awareness of timbre and duration. Begin to use the standard musical notation to represent rhythms. Read and create notes on the musical stave. Begin to use and understand simple time signatures.
<ul style="list-style-type: none"> Exploring sounds, instruments and symbols. 	<ul style="list-style-type: none"> Describe how lyrics often reflect the cultural context of music and have social meaning. Read and create notes on the musical stave. Combine a variety of musical devices, including melody, rhythm and chords. Choose from a wide range of musical vocabulary to accurately describe and appraise music. Convey the relationship between the lyrics and the melody. Perform solos or as part of an ensemble. Sing or play expressively and in tune

Key Vocabulary:

Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

Experiences	SMSC	British Values	The Meadows Values
<ul style="list-style-type: none"> Listen and appraise songs from a range of cultures Engaging as a team Using musical instruments Exploring a range of musical genres 	Moral <ul style="list-style-type: none"> Listening and valuing others opinions on the genre being taught Expressing own personal feelings and thoughts on musical genres 	Democracy <ul style="list-style-type: none"> Listen and appraise the other music. Learning songs from different cultures 	Team work <ul style="list-style-type: none"> Working with others using musical instruments Working as a class to produce a piece of music

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

Our Mission: To drive personal and academic excellence; everyone, every day.

			<p>Respect</p> <ul style="list-style-type: none">• Respecting others views• Respecting a range of musical genres <p>Resilience</p> <ul style="list-style-type: none">• Engaging in the music lesson• Learning a musical instrument
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Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E