



**Bunbury Aldersey CE Primary School**  
**Music curriculum map:**  
**Reception to Year 6**



## Let Your Light Shine - Matthew v5:16

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – 'Let your Light shine' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values –

WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially.

– *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards.

– *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others.

– *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child.

– *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community

- *as a family – as brothers and sisters*

## Music curriculum intent

Through our high-quality music education we 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 pupil's progress, they learn to appraise music, allowing them to compose, and to listen to a wide genres of music.

Through our study of Music, we aim to ensure that all pupils:

- 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.

## Implementation

### **Curriculum structure & sequencing:**

We structure our music curriculum at Bunbury Aldesery using the Love Music Trust Scheme. This provides teachers with week-by-week lesson support and is ideal as it supports both our musical and non-musical staff by providing excellent, engaging music lessons with clear progression.

### **Content & concepts**

The Love Music Trust scheme allows children to be exposed to a diverse range of music genres. It is an integrated, practical, exploratory and child led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

### **Enrichment and personal development:**

Musical enrichment occurs throughout the school in a variety of ways. Music lessons (from external providers) are offered to children from Year 2 – 6 in a wide range of instruments. All children in year 4 learn a Brass instrument provided by the school through the school year. The children then perform at Bridgewater Hall Manchester with the Halle Orchestra at the end of their years tuition.

Extra curricular clubs such as Choir offer children the chance to express themselves through singing. Children have the opportunity to take part in performances throughout the year including: Amasing, Harvet, Christmas and Easter services and Productions and a Summer Concert in year 6.

### **Assessment and next steps:**

Children are assessed throughout the half termly units against the knowledge and skills provided by Love Music Trust for each unit. Each term staff will then make a teachers assessment based on the children's ability across the six different areas to make a judgement about where they sit in reference to what has been taught. Evidence will be collated in class books throughout the units for teachers to review.

## Music in the Early Years Foundation Stage

Music in the Early Years Foundation Stage is important to develop children's confidence, communication and gross motor skills. Whilst not a specific area of learning within the Early Years framework, music and its associated learning and skills can be found across the following areas;

- Communication and Language
- Physical Development
- Expressive Arts and Design

At Bunbury Aldersey we cover music as part of the holistic offer we make to children across the 7 areas of learning, whilst also teaching music as a discrete subject. In order to promote consistency of education relating to music, we adopt the same scheme used by the rest of the school to deliver music within EYFS, specifically – Sing Up Music. This introduces children to the concepts of music and musical terminology in the earliest days of life at primary school, which children then develop year after year with subsequent learning. It is our intention for children within EYFS to develop a love of music as subject, whilst also using music, song, rhyme and dance to support the effective teaching and learning of the wider EYFS curriculum also.

## Development Matters

### Communication and Language

1. Understand how to listen carefully and why listening is important.
2. Listen carefully to rhymes and songs, paying attention to how they sound.
3. Learn rhymes, poems and songs.

### Physical Development

1. Progress towards a more fluent style of moving, with developing control and grace.
2. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

### Expressive Arts and Design

1. Listen attentively, move to and talk about music, expressing their feelings and responses.
2. Watch and talk about dance and performance art, expressing their feelings and responses.
3. Sing in a group or on their own, increasingly matching the pitch and following the melody.
4. Explore and engage in music making and dance, performing solo or in groups.

## Early Learning Goals



### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



### Gross Motor Skills

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



### Listening, attention and understanding

- Make comments about what they have heard and ask questions to clarify their understanding,

## Inclusion within Music

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.



Word banks and picture resources may be supplied to assist learners with language.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Music to take place within a larger space to provide less distraction and more opportunity for engagement and concentration.

**Same intent,  
adapted implementation**

# Bunbury Aldersey CE Primary - Music End Points per unit of work

Y1	Autumn 1: Tell me a Story	Autumn 2: Fireworks & Fantasy	Spring 1: Get on Board	Spring 2: Changes	Summer 1: Under the Sea	Summer 2: Blast Off
	<p>Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E. (Y1 P)</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</p> <p>Identify the pulse (Y1 L)</p> <p>Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)</p>	<p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P)</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P)</p> <p>Perform chants (Y1 P)</p> <p>Understand that symbols can be used to represent and organise sound (Y1 U)</p> <p>Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)</p>	<p>Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P)</p> <p>Perform short copycat rhythms accurately (Y1 P)</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P)</p> <p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <p>Respond to the pulse in recorded / live music through movement and dance (Y1 L)</p> <p>Listen to sounds in the local environment and compare high and low sounds and long and short (Y1 L)</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C)</p> <p>Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C)</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U)</p> <p>Understand that symbols (pictures) can be used to represent and organise sound (Y1 U)</p> <p>Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C)</p> <p>Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)</p> <p>Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)</p> <p>Respond to the pulse in recorded / live music through movement and dance (Y1 L)</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</p> <p>Improvise simple vocal chants using question and answer phrases (Y1 C)</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C)</p> <p>Use music technology to capture, change and combine sounds (Y1 C)</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</p> <p>Understand that symbols (pictures) can be used to represent and organise sound (Y1 U)</p> <p>Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)</p>

Y2	Autumn 1: Down in the Woods	Autumn 2: Fire! Fire!	Spring 1: Round the World	Spring 2: Whatever the Weather	Summer 1: Down in the Jungle	Summer 2: Sun, Moon and Stars
	<p>Sing songs regularly with a pitch range of do-so (a 5<sup>th</sup> / C-G) with increasing vocal control (Y2 P)</p> <p>Create music in response to a non-musical stimulus (Y2 C)</p> <p>Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C)</p> <p>Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C)</p> <p>Use graphic scores to reflect pitch and dynamics (Y2 C)</p> <p>Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U)</p> <p>Understand that music can be structured in different ways (Y2 U)</p> <p>Respond independently to pitch changes heard in short melodic phrases indicating with actions (Y2 L)</p>	<p>Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P)</p> <p>Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C)</p> <p>Use graphic scores to reflect pitch and dynamics (Y2 C)</p> <p>Understand that different sounds suit different moods (Y2 U)</p> <p>Comment constructively on the music produced by others and begin to use the inter-related dimensions in music in their answers (Y2 U)</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)</p>	<p>Sing songs regularly with a pitch range of do-so (a 5<sup>th</sup> / C-G) with increasing vocal control (Y2 P)</p> <p>Sing short phrases independently / small groups within a singing game (Y2 P)</p> <p>Change the way music is performed to reflect occasion e.g., lullaby (Y2 P)</p> <p>Perform actions confidently and in time to a range of action songs (Y2 P)</p> <p>Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C)</p> <p>Responding to the leader's directions and visual symbols of dynamics and tempo (Y2 U)</p> <p>Understand the difference between rhythm and pulse (Y2 U)</p> <p>Move to music, responding to the mood and emotion (Y2 L)</p>	<p>Perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P)</p> <p>Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P)</p> <p>Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests (Y2 C)</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)</p> <p>Tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L)</p> <p>Understand the speed of the music can change (Y2 U)</p>	<p>Sing songs regularly with a pitch range of do-so (a 5<sup>th</sup> / C-G) with increasing vocal control (Y2 P)</p> <p>Change the way music is performed to reflect occasion e.g., lullaby (Y2 P)</p> <p>Use graphic scores to reflect pitch and dynamics (Y2 C)</p> <p>Create a simple grid to record a 4 beat rhythmic pattern (Y2 C)</p> <p>Understand that music can be structured in different ways (Y2 U)</p> <p>Understand that different sounds suit different moods (Y2 U)</p> <p>Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L)</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)</p> <p>Identify the different parts of a piece of music e.g., verse and chorus in a song, intro (Y2 L)</p>	<p>Create music in response to a non-musical stimulus (Y2 C)</p> <p>Work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C)</p> <p>Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C)</p> <p>Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C)</p> <p>Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C)</p> <p>Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U)</p> <p>Comment constructively on the music produced by others and begin to use the inter-related dimensions in music in their answers (Y2 U)</p>



Y3	Autumn 1: Peter and the Wolf	Autumn 2: Christmas Singing	Spring 1: Planet Exploration	Spring 2: Stone Age Man	Summer 1: Sporting Anthems (Previously Food Fabulous Food)	Summer 2: Meet and Greet
	<p>Perform with a greater awareness of the inter-related dimensions of music (Y3 P)</p> <p>Select, organise &amp; order sounds, structuring musical ideas (e.g. beginning, middle and end) (Y3 C)</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C)</p> <p>Present multiple layers on graphic scores or rhythm grids (Y3 C)</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)</p> <p>Understand how sounds combine and create different effects on mood referring to the inter-related dimensions of music (Y3 U)</p>	<p>Perform with a greater awareness of the inter-related dimensions of music (Y3 P)</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch of a 5<sup>th</sup> (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P)</p> <p>Provide more opportunities to sing as a choir to an audience (Y3 P)</p> <p>Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder (Y3 P)</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)</p> <p>Have clear diction when singing to communicate lyrics effectively (Y3 P)</p> <p>Understand and identify different sections of a song e.g. intro, verse, chorus &amp; bridge (Y3 U)</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)</p>	<p>Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder (Y3 P)</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)</p> <p>Select, organise &amp; order sounds, structuring musical ideas (e.g. beginning, middle and end) (Y3 C)</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C)</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) (Y3 C)</p> <p>Use rests in simple rhythms recorded on a grid and link to music technology (Y3 C)</p> <p>Use music technology e.g. keyboards, Garage Band and electronic sounds when composing (Y3 C)</p>	<p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)</p> <p>Become more skilled in improvising inventing short on the spot responses using a limited note range (Y3 C)</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start) (Y3 C)</p> <p>Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords (Y3 C)</p> <p>Revise the stave, lines and spaces, and use treble clef. Use notation to show higher or lower pitch (Y3 U)</p> <p>Apply word chants to rhythms understanding how to link each syllable to a musical note (Y3 U)</p> <p>Use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E (Y3 L)</p> <p>Individually copy a short melodic phrase with stepwise</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch of a 5<sup>th</sup> (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet) (Y3 P)</p> <p>Provide more opportunities to sing as a choir to an audience (Y3 P)</p> <p>Play and perform melodies following stave notation using a small range of 5 notes by the end of the year (Y3 P)</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round (Y3 P)</p> <p>Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords (Y3 C)</p> <p>Compose a short piece of music with a given structure e.g. A B A, Call &amp; Response, Verse / Chorus (Y3 C)</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p>	<p>Provide more opportunities to sing as a choir to an audience (Y3 P)</p> <p>Play and perform melodies following stave notation using a small range of 5 notes by the end of the year (Y3 P)</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning (Y3 C)</p> <p>Compose a short piece of music with a given structure e.g. A B A, Call &amp; Response, Verse / Chorus (Y3 C)</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)</p> <p>Develop an ability to evaluate their own music and suggest improvements (Y3 U)</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)</p> <p>Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C.</p>

	<p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)</p>	<p>Understand a rest indicates silence in music (crotchet rest) (Y3 U)</p> <p>Identify silent beats in music (rests) (Y3 L)</p>	<p>Present multiple layers on graphic scores or rhythm grids (Y3 C)</p> <p>Explain how different inter-related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U)</p> <p>Introduce the staff, lines and spaces, and use clef. Use notation to show higher or lower pitch (Y3 U)</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U)</p> <p>Develop an ability to evaluate their own music and suggest improvements (Y3 U)</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)</p>	<p>movement using a range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument (Y3 L)</p> <p>Identify silent beats in music (rests) (Y3 L)</p>	<p>Apply word chants to rhythms understanding how to link each syllable to a musical note (Y3 U)</p> <p>Develop an ability to evaluate their own music and suggest improvements (Y3 U)</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)</p>	<p>Begin with singing and when confident, progress to a melodic instrument (Y3 L)</p>
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Y4	Autumn 1: Folk Music	Autumn 2: Countdown to Christmas	Spring 1: Paint a Picture	Spring 2: Vikings	Summer 1: Adverts (Previously Tasty Tunes)	Summer 2: Say Hello, Wave Goodbye
	<p>Continue to sing a broad range of unison songs with the range of an octave (Y4 P)</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (Y4 P)</p> <p>Perform in 2 or more parts from simple notation (Y4 P)</p> <p>Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C)</p> <p>Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) (Y4 C)</p> <p>Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology (Y4 C)</p> <p>Read and perform pitch notation within a defined range (octave) (Y4 C)</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U)</p> <p>Copy short melodic phrases including those using the pentatonic (Y4 L)</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (Y4 P)</p> <p>Sing rounds and partner songs in different time signatures (Y4 P)</p> <p>Perform in a variety of settings with an awareness of occasion and audience (Y4 P)</p> <p>Perform in 2 or more parts from simple notation (Y4 P)</p> <p>Use rhythmic notation to transcribe simple words and phrases (Y4 C)</p> <p>Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U)</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p>	<p>Play and perform melodies following stave notation using a small range of notes (Y4 P)</p> <p>Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C)</p> <p>Begin to make decisions about the overall structure of compositions (Y4 C)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)</p> <p>Include a range of different instruments to create small ensembles when composing (Y4 C)</p> <p>Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology (Y4 C)</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p> <p>Listen to a broad range of music from different times and places (Y4 L)</p> <p>Identify and name crotchet and quavers in rhythmic patterns (Y4 L)</p>	<p>Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth) (Y4 C)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)</p> <p>Follow and perform simple rhythmic notation to a steady beat (Y4 C)</p> <p>Introduce major and minor chords and use technology to demonstrate e.g interactive keyboard (Y4 U)</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U)</p> <p>Introduce the term 'chromatic' (Y4 U)</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p> <p>Begin to identify key stylistic features within a genre of music (Y4 L)</p>	<p>Play and perform melodies following stave notation using a small range of notes (Y4 P)</p> <p>Perform in 2 or more parts from simple notation (Y4 P)</p> <p>Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C)</p> <p>Begin to make decisions about the overall structure of compositions (Y4 C)</p> <p>Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)</p> <p>Include a range of different instruments to create small ensembles when composing (Y4 C)</p> <p>Read and perform pitch notation within a defined range (octave) (Y4 C)</p> <p>Copy short melodic phrases including those using the pentatonic (Y4 L)</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (Y4 P)</p> <p>Perform in a variety of settings with an awareness of occasion and audience (Y4 P)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C)</p> <p>Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard (Y4 U)</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U)</p> <p>Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U)</p> <p>Copy short melodic phrases including those using the pentatonic (Y4 L)</p> <p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p>

	<p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p> <p>Begin to identify key stylistic features within a genre of music (Y4 L)</p> <p>Begin to develop a chronological understanding of different styles of music (Y4 L)</p> <p>Listen to a broad range of music from different times and places (Y4 L)</p>				<p>Identify and discuss the inter-related dimensions of music when listening to a piece of music (Y4 L)</p> <p>Begin to identify key stylistic features within a genre of music (Y4 L)</p>	
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Y5	Autumn 1: Getting Loopy	Autumn 2: Samba	Spring 1: Performance Poetry	Spring 2: World Festivals (Previously Gamelan)	Summer 1: Improvising Colours	Summer 2: Newsbeat
	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C)</p> <p>Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) (Y5 C)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C)</p> <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments (Y5 C)</p> <p>Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers (Y5 U)</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants (Y5 P)</p> <p>Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox) (Y5 C)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants (Y5 P)</p> <p>Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places (Y5 P)</p> <p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P)</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Compose over a pentatonic scale with a drone, ostinato and melody (Y5 C)</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards (Y5 U)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Introduce a major and minor scale e.g. C major and A minor and identify which notes are different (Y5 U)</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs) (Y5 P)</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave (Y5 P)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A (Y5 C)</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment (Y5 C)</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band (Y5 C)</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards (Y5 U)</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses (Y5 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>

Y6	Autumn 1: Codebreakers	Autumn 2: Musical Recycling	Spring 1: Sounds of the Future	Spring 2: Stage and Screen (Previously Getting the Maximum out of the Minimum)	Summer 1: Your Song	Summer 2: Lights, Camera, Action
	<p>Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P)</p> <p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Compose melodies using major or minor scales ie C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C)</p> <p>Create music with multiple sections that include repetition and contrast (Y6 C)</p> <p>Listen to music from different times and places and identify their own uniqueness (Y6 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)</p> <p>Listen to a wide range of live and recorded musicians (Y6 L)</p>	<p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C)</p> <p>Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C)</p> <p>Create music with multiple sections that include repetition and contrast (Y6 C)</p> <p>Compose a piece of music suitable for a particular occasion (Y6 C)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p> <p>Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)</p>	<p>Compose a piece of music suitable for a particular occasion (Y6 C)</p> <p>Identify how specific musical techniques and devices contribute to the impact of a piece (Y6 U)</p> <p>Use appropriate musical vocabulary to explain choices in composition (Y6 U)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P)</p> <p>Continue to sing and play 3 /4 part rounds (Y6 P)</p> <p>Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P)</p> <p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Compose a melody to match a given lyric with sensitivity to stylistic features (Y6 C)</p> <p>Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests (Y6 U)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p>	<p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Create music with multiple sections that include repetition and contrast (Y6 C)</p> <p>Use chord changes as part of a sequence which may be improvised (Y6 C)</p> <p>Compose an extended melodic phrase using the learnt scale e.g. pentatonic / blues scale (Y6 C)</p> <p>Begin to identify melodies built around major and minor melodies and their associated keys (Y6 L)</p> <p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P)</p> <p>Continue to sing 3 and play 4 part rounds (Y6 P)</p> <p>Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians (Y6 P)</p> <p>Perform with control and sensitivity with some pupils leading and supporting others (Y6 P)</p> <p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C)</p> <p>Use a variety of textures and timbres when arranging a composition to show a specific mood e.g. solos, small groups, whole class (Y6 C)</p> <p>Extend improvised melodies beyond 8 beats (Y6 C)</p> <p>Compose a piece of music suitable for a particular occasion (Y6 C)</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)</p>

				<p>Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)</p> <p>Recognise syncopated rhythms (Y6 L)</p>		<p>Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)</p> <p>Recognise syncopated rhythms (Y6 L)</p>
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## Assessment in Music

**We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Music.**

When assessing Music, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive, disciplinary knowledge and skills to be taught to reach this endpoint.

At Bunbury Aldersey, we have mapped out all endpoints for all the Music units to be delivered from the Love Music Trust SOW.

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Music. It is important to specify that the end piece that is produced within a unit of music is not simply the endpoint. Endpoints are made up primarily of musical knowledge and skills, technique and application (all recorded in classbooks or demonstrated practically); with the end product of their culmination forming the minority of assessment. The overall quality of an end piece is subjective, as music itself is, and as such the main focus of assessment is of things other than the created composition.

We define what the expected standard is by listing the essential substantive, disciplinary knowledge and skills children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within class books; against this framework of what is to be taught.





