



Aims/Intent Our music programme offers a coherent and chronological planned sequence to ensure teachers have progressively covered the knowledge, skills and concepts required by the national curriculum. 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 live and recorded music, allowing them to compose, and to listen with discrimination to a range of musical genres.

The coverage of music within EYFS is based upon listening and singing nursery rhymes and clapping and moving to a simple beat.

Within KS1 children will learn to sing and to use their voices. They will have the opportunity to play un-tuned and tuned percussion instruments, keeping to a steady beat. They will listen to and begin to evaluate music from a range of genres. For KS2 children will perform, listen to, review and evaluate music across a range of genres, styles and traditions, including the works of the great composers and musicians. Children will be taught to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation In order for children to know more and remember more there is a structure to each lesson whereby prior learning and revision of facts is built in. Through revisiting and consolidating our previous knowledge, our lessons help children build on prior knowledge alongside introducing new knowledge, skills and challenges. Within these lessons revision and introduction of related key vocabulary, which builds year on year, is also built in. This vocabulary is then included in display materials and additional resources available to aid the learning. Adult guidance and accurate musical knowledge is provided for each unit of work studied via the medium term plan and assimilated to the children through their learning journey and each individual lessons learning objective.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of music and an understanding of music as a universal language that can make their lives richer.

Impact The impact of using a full range of resources, including display materials, will be seen across the school with an increase in the profile of music. The learning environment across the school will be more consistent with musical vocabulary displayed, spoken and used by all learners. Impact will be measured through key questioning built into lessons, child-led assessment against the L.O. of each lesson and the creation of an assessment / performance piece - I know so I will be able to -

By EOYFS children will know:

Listen to and sing simple songs/nursery rhymes. Listen to a simple rhythm and clap the rhythm back. Move to a piece of music in time to the music.

By EOKS1 children will know:

Sing songs, play un-tuned and un-tuned instruments keeping to a rhythm.
Listen to a piece of music and talk about what they like/dislike about the music.

By EOKS2 children will know:

Sing songs and improvise and compose a piece of music on un-tuned and tuned instruments. Listen to music from a range of genres and use musical vocabulary when evaluating music.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
Listen and respond	Listen attentively and respond to what they hear with relevant questions Reading frequently ... rhymes and poems, Sing a range of well-known nursery rhymes and songs	listen with concentration and understanding to a range of high-quality live and recorded music	listen with concentration and understanding to a range of high-quality live and recorded music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music.	listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music.
Rhythm and pulse	Try to move in time with music.	play un-tuned instruments musically experiment with sounds using the inter-related dimensions of music	play tuned and untuned instruments musically create, select and combine sounds using the inter-related dimensions of music	Improvise music for a range of purposes using the inter-related dimensions of music	☑ use and understand staff and other musical notations	improvise and compose music for a range of purposes using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music
Performance	Perform songs, rhymes, poems and stories with others, and – when appropriate Move energetically, such as running, jumping, dancing, hopping, skipping	use their voices expressively and creatively by singing songs	use their voices expressively and creatively by singing songs and speaking chants and rhymes	☑ play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy.	☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and control.	☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control .	☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
Key vocab	beat Pulse Rhythm Nursery rhyme	Ensemble Rap reggae	Chorus Verse lyrics Rock song	Rhythm and blues Introduction Ending Tempo Unison Minim Crotchet Quaver Semibreve duet	Abba Pop Disco groove djembe Dynamics Hook Bridge Film score	Classical Soul Mo-town Compose Improvise Texture timbre	Fortissimo Pianissimo Mezzo forte Mezzo piano Riff solo