



INTENT




- To teach, develop, reinforce and apply musical skills as children progress through our school, returning to concepts and language to help embed them in long term memory.
- To provide children with the skills to appreciate, compose and perform music.
- To provide varied experiences and learning to enhance the cultural capital of our children through musical experiences, visiting musicians, theatre trips and a variety of composers.
- To develop future citizens with an awareness of and interest in music – whether locally, nationally or internationally through live and recorded performances.
- To develop independent learners who use initiative and originality to develop their creativity.

IMPLEMENTATION

- Our music curriculum is focused on practical music making - learning will provide different contexts for musical knowledge and skills learning as children progress through school.
- Most work outputs will be performed during lessons with some work filmed or recorded.
- Adults will model the use of target vocabulary in a variety of contexts to assist transfer to long term memory over time.

IMPACT

- Classroom Monitor will reflect progress made through skills based teaching.
- Learning Walks, Work scrutiny, Pupil Voice and Environment will demonstrate a passion for and a commitment to the subject.
- In a range of practical experiences, such as participation in concerts, festivals, orchestra, shows and other hooks for learning undertaken in each milestone cycle children show progression and application of skills learnt over time in Music.
- Children's use of vocabulary allows them to communicate clearly and fluently their understanding of musical structure and the elements of music.
- Children explore and investigate music – performing, composing, appraising and developing skills with confidence and passion.
- Children work independently and show originality in thought using skills committed to long term memory and this is checked through pupil voice.

	<i>Master Techniques</i>					<i>Music Vocabulary</i>
	<i>Perform</i>	<i>Compose</i>	<i>Use of Notation</i>	<i>Listen and Describe</i>	<i>Inspiration from the Greats</i>	
EYFS 	Expressive Arts and Design Being Imaginative <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 					
<u>MILESTONE 1</u> 	Take part in singing, accurately following the melody Follow instructions on how and when to sing or play an instrument Make and control long and short sounds, using voice and instruments Imitate changes in pitch	Create a sequence of long and short sounds Clap rhythms Create a mixture of different sounds (long and short, loud and quiet, high and low) Choose sounds to create an effect Sequence sounds to create an overall effect Create short, musical patterns Create short, rhythmic phrases	Use symbols to represent a composition and use them to help with a performance	Identify the beat of a tune Recognise changes in timbre, dynamics, and pitch	Listen to and respond to a range of music from different traditions.	Mood Tempo/speed Performance Verse, chorus, solo Ostinato Pitch Composer Opposites – high, low, loud, quiet, fast slow Instrument names Beat Tuned and untuned percussion rhythm beat dynamics – loud and quiet •Timbre, ostinato, pitch, drone, tempo, dynamics, expression, sequence, layer, score, ternary, rondo, chorus, verse, rhythm, phrase, soundscape
<u>MILESTONE 2</u> 	Sing from memory with accurate pitch Sing in tune Maintain a simple part within a group Pronounce words within a song clearly Show control of voice Play notes on an instrument with care to that they are clear Perform with control and awareness of others	Compose and perform melodic songs Use sound to create abstract effects Create repeated patterns with a range of instruments Create accompaniments for tunes Use drones as accompaniments Choose, order, combine and control sounds to create an effect	Devise non-standard symbols to indicate when to play and rest Use standard notation when playing the recorder Improve understanding of how pitch and rhythm are notated	Use the terms; duration, timbre, pitch, beat, tempo, texture and use of silence to describe music Evaluate music using musical vocabulary Understand layers of sounds. Discuss the effect on mood and feelings of the elements of music	Listen to live recordings and videos of well-known compositions Develop an understanding of the historical and cultural context in which music is written Start to recognize music from different parts of the world	• Texture, tempo, pitch, dynamics, interlude, coda, call and response • Verse, chorus, rock and roll, round, harmony, melody, conductor, Pentatonic, Pitch, drone, notation, stave, crotchet, quaver, dynamics, beat, rhythm • Call and response, binary form, tempo, mood, rhythm, dynamics, melody, beat, rhythm, round, drone, ostinato, pitch
<u>Milestone 3</u>	Sing or play from memory with confidence Perform solos or as part of an ensemble	Create rhythmic patterns with an awareness of timbre and duration	Use standard and non-standard notation as appropriate to write down compositions so they can be improved and developed	Choose from a wide range of musical vocabulary to accurately describe and appraise music including	Listen to and respond to a wide range of recordings identifying how composers worked within	• Motif, palindrome, pitched percussion, retrograde, unpitched percussion

