Music development plan summary: St Sebastian's RC Primary School

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs K Mason
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Music and Performing Arts Salford (MAPAS)

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

At St Sebastian's RC Primary School, our approach provides week-by-week lesson support for each year group in school. Teaching is supported by, but not limited to, Charanga Musical School (Model Music Curriculum for KS1 and KS2, Original Scheme for EYFS). This is ideal for specialist and non-specialist teachers, providing lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

In line with the curriculum for music and guidance from the DfE, our approach to music teaching offers an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" in relation to music education, so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations) weave through the units to encourage the development of musical skills as the learning progresses.

This is achieved through listening and appraising, differing musical activities (including creating and exploring) and performing. In year 6 elements of music technology education will begin in lessons, using Charanga's online platform (Yumu) to compose,

perform and record music. In all year groups, children have the opportunity to learn to sing and play instruments (percussion and glockenspiel) through whole-class ensemble teaching.

Years 3 and 4 will be taking part in Salford Cathedral's Singing Schools Programme beginning September 2024. Sessions are tailored to each class, rooted in promoting good vocal technique and pedagogy, as well as supporting the national music curriculum, and linked to the liturgical year. Children benefit from high quality choral expertise from our professional choral directors who help prepare the children for performances and services as well as inspiring a life-long passion for music-making through singing.

In Year 5, children spend one hour per week with a peripatetic music teacher (provided by the local music hub MAPAS) learning to play the ukulele, this will be continuing in 2024/25.

In EYFS, the teaching of music is an exploratory based approach. Children explore the sounds of different musical instruments alongside learning the different sounds that can be made using their own bodies. Children in EYFS learn songs and are encouraged to sing in their daily lessons, for example counting songs for mathematics. At St Sebastian's, music in early years is supported by the resources available on Charanga's original scheme of work. All our pupils are taught to listen attentively, move to and talk about music, expressing their feelings and responses; sing in a group or on their own, increasingly matching the pitch and following the melody; they explore and engage in music making and dance, performing solo or in groups.

To work towards mastery, we enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not linear and our lessons form a 'learning spiral'. Over time, children can both develop new musical skills and concepts, whilst also re-visiting established musical skills and concepts. Repeating a musical skill does not mean progress is slowing down but that it's shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new. Musical skills run throughout our lessons following the skills and progression document available in Appendix 1.

To embed knowledge, each lesson will begin with a 2-minute round robin to consolidate prior learning. Each unit will end with a 10-minute round robin record to check knowledge and allow children to complete self-assessment. Assessment for learning should take place throughout.

Part B: Co-curricular music

At St Sebastian's, we believe that every child should have the opportunity to perform and experience music.

Outside of music lesson time, all children learn and rehearse a weekly hymn which is shared with the whole school during our weekly celebration assembly. These hymns are revisited throughout the year in class and whole-school masses and celebrations in order for the children to build a repertoire of familiar, modern hymns.

We offer a school choir after school, open to all children in KS2 and led by a music specialist member of teaching staff. This is offered to children at no cost and does not require an audition to join. The choir rehearse weekly, learning a combination of hymns, popular music and musical theatre and perform at least once per term for the whole school in assemblies and school masses.

The local music hub, MAPAS, host a Christmas carol concert which the choir attend, performing a solo piece alongside ensemble pieces with other primary schools in the local area. At the end of the academic year, parents and carers are invited to a concert in which the choir showcase the songs they have rehearsed over the course of the year.

Years 3 and 4 have the opportunity to perform through the Salford Diocese singing programme.

Currently we do not offer any individual or group music tuition, but are looking to add this as an opportunity for the future.

Part C: Musical experiences

Every morning, each class listens to a hymn which they practise every day leading up to the Celebration Assembly on Friday. At the start of this assembly, the children celebrate musical performance by singing the hymn as a whole school to welcome the parents and carers who have come to watch the assembly.

As the children enter the Celebration Assembly, they are welcomed by the music of a different composer each half term. The list of composers has been selected to represent the diverse community which makes up our school. One assembly per half term will be themed around that composer and give the children opportunity to learn about their life and career. They will also be represented in a display in the hall which will include pictures and suggestions for pieces of music for children and adults to listen to.

As well as a whole-school weekly performance, all children have the opportunity to perform music many times over their years with us. These opportunities include

Christmas performances, the end of year music showcase and the leaving assembly performed by Year 6.

Staff at our school try to lead by example in the enjoyment of performance, and have formed a staff choir who perform for the children at various points throughout the year.

We welcome musicians and performers into school at various points in the year to demonstrate different genres of music to the children:

- As part of our British values, we invite people from different cultures and faiths and encourage them to share traditional music from their culture.
- RockKidz workshops which use music to teach important lessons about selfconfidence and resilience.
- Our Y6 teacher is a professional trained musician who plays piano for the children in assemblies and performances.
- Leaders of local singing groups visit to lead workshops and perform to the children.

At the end of every school year, we hold a musical showcase which parents and carers are invited to. Each class performs a song they have learnt as part of their music lessons in the year and the school choir share the pieces they have learnt throughout the year with everyone in school.

In the future

This is about what the school is planning for subsequent years.

In September 2023, Mrs Mason was employed at the school. She is a classical and musical theatre trained performer with an undergraduate degree in Music and Recording. She has begun CPD with non-specialist staff at the school and this will expand further each year from 2024 onwards. The school's peripatetic music teacher will also be offering external CPD in an annual staff meeting from 2024/25 onwards.

We plan to strengthen links with local high schools especially to provide more opportunities for listening to live music; we will try to ensure that all children have at least one opportunity to listen to a live orchestra or group each year. We will explore other opportunities for high quality musicians to perform for the children in school.

Year 5 will continue whole-class ukulele lessons with a teacher provided through MAPAS. We are exploring the possibility of this tuition expanded to provide 1:1 or small group instrumental lessons when the current Year 5 cohort move into Year 6.

As the choir was only formed in October 2023, opportunities for performance within the community are part of future plans now that the group is fully established within school.

We need to improve the assessment of music, and this will come through CPD led by Mrs Mason who will develop an approach to assessment that works for non-specialist teachers, following the Charanga scheme of work.

We need to improve the range of musical instruments available for use in school. Mrs Mason will look into funding opportunities to expand our musical instrument selection in the future.

Appendix 1 – Progression of Knowledge, Skills and Elements (Years 1-6)



Progression of Knowledge, Skills and Elements Years 1-6

Musicianship Activities: Understanding Music, Improvise Together Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use body percussion, instruments and voices. Find and keep a steady beat together. Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch.	Use body percussion, instruments and voices. Move in time and keep a steady beat together. Create their own rhythmic and melodic patterns. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently. Continue to learn to watch and follow a steady beat.	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.	Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E, C, D, E, F, G, A, B, D, E, F#, G, A, A, B, C, D, E, F#, G, F, G, A, B, C, D, E, F# Find and keep a steady beat.	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F, G

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Year 1 Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand the the speed of the beat or change, creating a fast or slower pace (tempo). Play copy-back rhythm copy a leader, and inver rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Recognise long and she sounds, and match ther to syllables and movement.	melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Start learning about basic music theory: Introduce and understand the differences between cratchets.		Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers and their rests, by ear or from notation. Copy back various melodic patterns.	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

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Activity: Listening (Listen and Respond) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move, dance and respond in any way they can when listening. Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments.	Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when	Year 3 Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music.	Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Explain what a main theme	Year 5 Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the	Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; electric organ; congas;
tempo. Identify loud and quiet sounds as an introduction to understanding dynamics.	listening to the piece of music. Talk about why they like or don't like the music.	Identify and describe their feelings when hearing the music, including why they like or don't like the music.	is and identify when it is repeated. Identify: Call and response	verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.	piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a
Talk about any other music they have heard that is similar. Begin to understand where	Talk about any other music they have heard that is similar. Identify a fast or slow	Use appropriate musical language to describe and discuss the music.	A solo vocal/instrumental line and the rest of the ensemble A change in texture - The	Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.	Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.
the music fits in the world. Begin to understand different styles of music.	tempo.	Start to use musical concepts and elements more confidently when talking about the music.	articulation of certain words • Programme music	Explain the role of a main theme in musical structure.	Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break.

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. Begin to understand that there are different styles of music. Discuss the style(s) of the music. Discuss what the song or piece of music might be about.	Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar.	Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the style of music they are listening to. Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	Understand what a musical introduction is and know its purpose. Explain rapping. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music. Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock in Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose. Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.



Activity: Singing (Learn to Sing the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing, rap or rhyme as part	Sing as part of a choir.	Sing as part of a choir and in unison.	Sing as part of a choir with awareness of size: the larger	Sing in unison and parts, and as part of a smaller group.	Rehearse and learn songs from memory and/or with notation.
of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.	Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitch	Have a go at singing a solo. Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and	the choir, the thicker and richer the musical texture. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds.	Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time.	Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate.
Sing unit songs from memory. Perhaps have a go at singing a solo.	Understand and follow the leader or conductor.	phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently.	Demonstrate vower sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and	Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a	Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an
Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions	Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'.	Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time.	phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song.	soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world.	accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year.
and actions and/or movement to a song.	Add actions and perhaps movement to a song.	Sing a widening range of unison songs, of varying styles and structures.	Talk about how the songs and their styles connect to the world.	Respond to a leader or conductor.	Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.

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Activity: Playing Instruments (Play Your Instruments with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rehearse and learn to play a simple metodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together as a group while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.	Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, G major, G major and D minor. Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.	Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, Es major, C minor and D minor. Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.	Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, Fangior, G major, D major, E major, A major, D mior, D major, E major, D mior and F minor. Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately foud (mezzo forte) and moderately quiet (mezzo piano). Play a part on a tuned instrument, by ear of from notation. Treat instruments carefully and with respecting the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keepir the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve. Play a more complex part.

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Creating: Improvising (Improvise with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure

Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G Explore and begin to create personal musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay "in time". Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.	Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using the given notes. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	Explore improvisation within a major scale, using the notes: C, D, E, C, D, E, G, A, B, C, D, E, G, A, B, C, D, E, G, A, B, C, D Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.	Explore improvisation within a major scale, using the notes: C, D, E, C, D, E, G, A, C, D, E, F, B, D, E, F, B, D, E, F, B, D, E, F, A, B Explore improvisation within a major scale, using more notes. Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression /groove.	Explore improvisation within a major and minor scale, using the following notes: C, D, E>, F, G C, D, E, F, G C, D, E, F, G C, D, E, G, A F, G, A, B>, C D, E, F, G Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B, C, D F, G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat, creating a satisfying metodic shape with varied dynamics and articulation. Follow a steady beat and stay 'in time'. Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Challenge themselves to play for longer periods, both as soloists and in response to others in a group.

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Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats)

Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand that composing is like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate: Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C.	Continue to understand that composing is like writing a story with music. Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one. Use simple notation if appropriate: Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F C, D, E, F, G Start and end on the note C (C major).	Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, F C, D, E C, D C, D C, D C, D C, D C, D C C, D C C C C C C C C C C C C C C C C C C C	Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G A Start and end on the note C (pentatonic on C). C, D C, D, E, F C, D, E, F C, D, E, F C, D, E, F, G Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor).	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquevers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: F, G, F, G, A, B ³ , F, G, A, B ³ , C Start and end on the note F (F major). G, A, B, C, A, B, C, C, A, B, C, C, A, B, C, C, C, A, B, C, C, C, A, B, C, D Start and end on the note G (G major).	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality: C, D, E, F, C, D, E, F, C, D, E, F, G Start and end on the note C (C major) G, A, B, C, A, B, D, G, A, B, D, E Start and end on the note G (pentatonic on G). G, Bb, C, C, B, B, C, D, G, Bb, C, D, F Start and end on the note G (minor pentatonic on G).



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ear 1 Year 2	Year 3	Year 4	Year 5	Year 6
	Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Use simple rhythmic combinations of minims, crotchets and palired quavers with their corresponding rests to create rhythm patterns. Music Notepad Compose a standalone piece of music which includes: A time signature A treble clef Four or six bars The correct notes for the scale and key signature Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests Expression /dynamics - A melody that starts and ends on note one A description of how their melodies were created.	Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale. Begin to understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Perform their simple composition/s using their own choice of notes. Music Notepad Compose a standalone piece of music which includes: A time signature A treble clef Four or six bars The correct notes for the scale and key signature Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end A melody that starts and ends on note one A description of how their melodies were created.	Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track. Create their composition/s with an awareness of the basic chords in the backing track. Music Notepad Compose a standalone piece of music which includes: A time signature - A treble clef Four, six or eight bars The correct notes for the scale and key signature Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests Expression/dynamics Structured musical ideas (eguing echo or 'question and answer' phrases) to create music that has a beginning, middle and end A melody that starts and ends on note one - A description of how their melodies were created.	Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression Compose a ternary (ABA form) piece. Use available music software/app; to create and record it, discussing how musical contrasts are achieve. Use music technology, if available to capture, change and combine sounds. Create music in response to music and video stimuli. Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very quiet), mezzo fort (moderately loud) and mezzo pian (moderately quiet). Use a pentatonic and a full scale, as well as major and minor tonalities.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.
					Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).
					Include a home note to give a sense of an ending; coming home.
					Perform their simple composition/s, using their own choice of notes.
					Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created.
					Create their composition/s with an awareness of the basic chords in the backing track.
					Music Notepad Compose a standalone piece of music which includes: A time signature A treble clef Four, six, eight or 12 bars The correct notes for the scale and key signature Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests Expression/dynamics Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. A melody that starts and ends on note one. A description of how their melodies were created.

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Performing (Perform the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song: Introduce the performance. Begin to play tuned and untuned instruments musically within the performance. Begin to use the voice expressively and creatively by singing simple songs. Begin to play together as a group /band /ensemble. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the	Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions to the song. Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. Perform the song from memory. Follow the leader or conductor. Continue to play tuned and untuned instruments musically within the performance. Continue to use the voice expressively and creatively by singing simple songs. Continue to play together as a group /band /ensemble. Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. Explain why the song was chosen. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance. Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and comment on any other relevant connections.	Rehearse and enjoy the opportunity to share what has been learnt in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly.	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class. Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. Perform a range of song: as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance Understand the importance of the performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.	Reflect on the performance and how well it suited the occasion. Discuss and respond to any feedback; consider how future performances might be different.	Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student will lead part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect on how future performances might be different.	Record the performance and compare it to a previous one. Collect feedback from the audience and reflect on how the audience believed in/supported the performance. Discuss how the performance might change if it were repeated in a larger/smaller performance.

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Connecting Across the Curriculum Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Topics include: Counting Days of the week Topics include: Understanding feelings Friendship, kindness and Topics include: • The importance of Topics include: • Your place in your Topics include: • Friends and people we Topics include: • School family Making friends and understanding each other Developing morals Heroes The solar system communication Working and playing together Stories Caring about other How people and children Parts of the bodu Standing up for democracy and eliminating oppression Knowing our cultural roots Counting backwards from 10 Animals from used to live Connecting with history and the way people lived in the Space Freedom Friendship and building interpersonal relationships Kindness and helping one another, empathy Connecting/interacting with and understanding people Developing morals and ethics Music from different Engaging to protect and care for planet Earth: ecosystems, recycling, etc Helping one another and around the world and ethics Insects Our planet/our solar system Using your imagination Life in different Music from different cultures Music and dancing Music and freedom Making friends and building parts of the world Playing in a band together Nature: the sun Looking after the empathy Communicating with others Families, culture and tradition Creativity and using your countries Stories The way people lived Families Nature, the Shapes Friendship and building relationships interpersonal relationships Kindness and empathy Developing morals and ethics others others Responsibility Families, your place in your family Using your imagination Life in different countries Nature, the environment Connections with history and the way people lived in the past environment Caring for the planet Communication, connecting Kindness, respect planet imagination Identity and accepting one another Friendship and building relationships and helping one another Responsibility History and connections with the and interacting with others Responsibility Families, your place in your Life in different countries Culture and communities Nature, the environment History and connections past Kindness and helping Families and family and the way people lived in the past Entertainment, storytelling and folklore Current events and society Social justice and politics Using your imagination Life in different countries Culture and communities Traditions: festivals, Kindness, respect and empathy Responsibility Families and traditions with the past Entertainment, storytelling and folklore Society and current events traditions Communication one another Connecting and interacting with others Using your imagination Responsibility holidays, celebrations Nature and environmental protection Habitats and ecosystems Life in different Communication Politics and social justice Using your imagination Life in different countries Culture and Acceptance, tolerance and respect Personal identity, Acceptance, tolerance and respect Personal identity, Entertainment storytelling and folklore Society and current Nature, the environment Personal identity, self-expression and individuality Traditions: festivals, holidays, celebrations Environmental protection Connections with self-expression and Entertainment, storytelling the past Culture and communities Storytelling and and folklore Society and current events Social justice and politics individuality Culture and communities Traditions: festivals, communities events Connections with the past Storytelling and Social justice Identity and accepting others Acceptance, tolerance and holidays, celebrations Expressing yourself Culture and traditions: festivals, holidays, celebrations Sustainability and environmental protection Habitats and ecosystems Our solar system entertainment entertainment respect and sustainability Personal identity, self-expression and individuality Individuality and self-expression Society and current events Celebrating differences Habitats and ecosystems Our solar system and caring for the planet

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