



# Music Policy

NOVEMBER 2020

# Oasis Academy Putney Primary School

## Music Policy

### School Vision

Together we learn, grow and achieve.

### Intent

'Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. In addition, as these activities utilise both sides of the brain, it will foster connections which will improve memory and coordination. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Children will find that music is enjoyable and relaxing which will help reduce stress. All children will be able to experience a sense of achievement and pride. The different cultures within the school will be celebrated as the children learn songs in different languages. Through our link with Wandsworth Music Hub, every child will have the opportunity to learn to play a musical instrument (other than voice) before leaving Oasis Academy Putney and all children in Key Stage 2 will be offered further peripatetic lessons in a variety of instruments. It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.'

### Aims

In teaching music we aim to enable every child to:

- Develop their listening and concentration skills.
- Develop an ability to appraise music as well as their own and others performances.
- Gain confidence in movement and co-ordination
- Focus on fine motor skills when playing an instrument
- Develop their communication skills – individually and as a group
- Develop their social skills through co-operation and evaluation
- Develop an awareness of the basic elements of music (rhythm, pitch, dynamics, tempo, timbre, texture and structure)
- Gain knowledge of reading and using notation
- Increase an awareness of a variety of historical periods, genres, styles, tradition and cultures through music
- Sing songs with increasing vocal expertise and confidence.
- Perform a variety of music using voice, tuned and untuned percussion
- Develop creative ideas through improvisation and composition
- Make connections and reinforce skills gained across the curriculum through music making

### Teaching, Learning and Planning.

The National Curriculum Programmes of Study for Music Key Stage 1 and Key Stage 2 gives the structure of what we need to teach.

A multi-disciplinary approach is used to deliver the curriculum and planning is informed by the Music Express Scheme, Kodaly, Orff and Sing Up.

The music repertoire of songs, instrumental pieces and music for listening and appraising should reflect the diversity of music both within our community and throughout the world.

The class topics are linked with the music curriculum where possible to help consolidate cross curricular learning. Sometimes, we will have a stand alone music topic, or will link musical learning to topical events when relevant.

Children will engage in a varied range of tasks, that build upon previous knowledge and skills, to ensure progression.

There are children of widely different music abilities in all classes, so suitable learning opportunities are provided for children to enable them to progress at their own rate and offer them suitable challenges. This means that every child has access to the music curriculum and their needs are met appropriately.

This can be achieved by:

- Setting common tasks, which are open-ended and can have a variety of responses and outcomes
- Having additional help from the teacher/Teaching Assistant
- Grouping children by ability and setting each group a different task
- Providing resources of different complexity depending on the ability of the child.

All classes will have weekly music lessons. Class teachers and Teaching Assistants are encouraged to support the work of the music teacher in their own classrooms throughout the week. Class teachers should also include musical activities in their own teaching, for example, learning songs, listening to music, topic work, as well as incorporating simple rhythm games into their day.

## **CURRICULUM**

### **Foundation Stage**

Children at Foundation Stage can actively engage with the core musical activities: composing, performing and listening.

Music enables them to express their thoughts, ideas and feelings through sound. It gives them rich opportunities to develop their creativity.

Singing assists in the development of their linguistic skills, while performing with simple instruments begins to develop their manipulative skills.

Listening and responding to their own and others' music-making are also important musical activities, helping children to develop focus and concentration.

Children will learn to...

- To sing a few familiar songs.
- To imitate movement in response to music.
- To tap out simple repeated rhythms.
- To explore and learn how sounds can be changed.
- To begin to build a repertoire of songs and dances.
- To explore the different sounds of instruments.
- To sing songs, make music and dance, and experiment with ways of changing them.
- To represent their own ideas, thoughts and feelings through music and dance.

## **Key Stage 1**

Music enables pupils to develop their creativity by investigating, combining and experimenting with sounds.

At Key Stage 1, pupils actively engage with the core musical activities: composing, performing and listening.

Building on their learning at Foundation Stage, they continue to develop singing and instrumental skills, and further develop their skills of listening and responding to music

Pupils should be taught to:

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

## **Key Stage 2**

At Key Stage 2, pupils actively engage with the core musical activities: composing, performing and listening.

Music enables pupils to develop their creativity. As they further develop their vocal and instrumental skills, they also create musical stories, pictures, patterns, conversations and accompaniments. Meanwhile, they think and talk about characteristics within the music that they create, perform and listen to.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

## **Planning**

Medium Term Plans are drawn up with a variety of activities relating to the curriculum that link to the class topics, or a specific music event. From these plans weekly plans are devised, these are flexible and are adjusted according to the needs of the class, building upon the knowledge and skills from the previous week.

## **Assessment**

Assessment is carried out by making ongoing observations of children's progress and achievement during lessons. Children have many opportunities to perform demonstrating their knowledge of the lessons outcomes and will receive verbal feedback.

Individual half termly written records focusing on specific aspects of the curriculum will be made. These feed into the overall achievement of the children for that academic year, informing their music report at the end of the year. Photos, videos and recordings of children's work may also be used for assessment purposes.

## **Wider Provision**

Throughout the year children are able to participate in or attend the following:

- The choir, held weekly after school. Open to all children in Y2 and above.
- Sign2Sing – whole school singing assembly with parents
- Showcasing class work in Music Assemblies
- The Nativity Performance
- Class performances/assemblies
- Peripatetic Instrument concert
- Whole Class Instrument Concert

## **Peripatetic Music - Small Groups Instrument Lessons**

Peripatetic music teaching is organised through the Wandsworth Music Service.

We currently offer small group classes in keyboard, violin, saxophone and flute.

These lessons are charged for termly.

## **Resources to support work**

We have good amount of tuned and untuned percussion instruments to enable the whole class to participate with instruments during their lessons.

By the end of RECEPTION – EYFS most pupils should be able to...		
PERFORM (Singing/Playing) Active learning	EXPLORE and COMPOSE Playing and exploring	LISTEN, REFLECT and APPRAISE Creating and thinking critically
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs.</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>

By the end of Y1 most pupils should be able to...		
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</li> <li>• Play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<b>score</b>)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat.</li> <li>• Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul>

By the end of Y2 most pupils should be able to...		
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing a variety of songs with more accuracy of pitch</li> <li>• Sing words clearly and breathing at the end of phrases</li> <li>• Convey the mood or meaning of the song</li> <li>• Sing with a sense of control of <b>dynamics</b>(volume) and <b>tempo</b> (speed)</li> <li>• Echo sing a short melodic phrases</li> <li>• Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>• Follow a leader (teacher)starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>• Perform a repeated two note melodic ostinato to accompany a song</li> <li>• Perform a rhythm accompaniment to a song</li> <li>• Perform a sequence of sounds using a graphic score</li> <li>• Work and perform in smaller groups</li> <li>• Follow a leader (teacher)starting and stopping together</li> </ul> <p>Demonstrate some confidence in performing as a group and as an individual</p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</li> <li>• Long and short sounds (<b>rhythm – duration</b>)</li> <li>• The rhythm patterns of words and sentences</li> <li>• Changes in <b>pitch</b> (higher and lower)</li> <li>• Sequences of sound (<b>structure</b>)</li> <li>• Sounds in response to a stimulus (<b>visual or aural</b>)</li> <li>• How sounds can be manipulated to convey different effects and moods</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>• Short melodic phrases</li> <li>• Short repeated rhythmic patterns (<b>ostinati</b>)</li> <li>• Rhythm patterns from words</li> <li>• A piece of music that has a beginning, middle and end (<b>structure</b>)</li> <li>• Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>• Music that conveys different moods</li> </ul>	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• Listen with increased concentration</li> <li>• Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>• Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>• Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)</li> <li>• Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b></li> <li>• Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</li> <li>• Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>

By the end of Y3 most pupils should be able to...		
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>• Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>• Imitate increasingly longer phrases with accuracy</li> <li>• With an awareness of the phrases in a song</li> <li>• Understand that posture, breathing and diction are important.</li> <li>• Demonstrate an awareness of character or style in performance.</li> <li>• Chant or sing a round in two parts</li> <li>• Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat on an instrument in a group or individually</li> <li>• Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>• Use tuned percussion with increasing confidence</li> <li>• Copy a short melodic phrase by ear on a pitched instrument</li> <li>• Play using symbols including graphic and / or simple traditional notation</li> <li>• Follow simple hand directions from a leader</li> <li>• Perform with an awareness of others</li> <li>• Combine musical sounds with narrative and movement</li> </ul> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>• Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>• Symbols to represent sound (graphic scores / traditional notation)</li> <li>• The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>• The different sounds (timbres) that one instrument can make</li> <li>• How the musical elements can be combined to compose descriptive music</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>• Words and actions to go with songs</li> <li>• A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>• Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>• Music that tells a story, paints a picture or creates a mood</li> <li>• Music that uses repetition / echo</li> </ul>	<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration to longer pieces / extracts of music</li> <li>• Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> <li>- a steady beat / no steady beat</li> <li>- a specific rhythm pattern or event</li> <li>- the speed (TEMPO) of the music</li> <li>- the volume (DYNAMICS)</li> <li>- the melody</li> </ul> </li> </ul> <p>using appropriate musical terms/language</p> <ul style="list-style-type: none"> <li>• Identify common characteristics</li> <li>• Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</li> <li>• Identify repetition in music ie a song with a chorus</li> <li>• Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> <li>• Listen to their own compositions and use musical language to describe what happens in them</li> </ul>

By the end of Y4 most pupils should be able to...		
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>• Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>• Sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>• Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>• Copy short phrases and be able to sing up and down in step independently.</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>• Play music that includes RESTS</li> <li>• Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• Play by ear – find known phrases or short melodies using tuned instruments</li> <li>• Play music in a metre of two or three time</li> <li>• Read and play from some conventional music symbols</li> <li>• Combine instrumental playing with narrative and movement</li> <li>• Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li> </ul> <p>Perform to an audience of adults, an assembly or other classes with increasing confidence.</p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Sounds to create particular effects (<b>timbre</b>)</li> <li>• Rhythm patterns in music from different times and places (<b>duration</b>)</li> <li>• The <b>pentatonic scale</b></li> <li>• Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li> <li>• Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using <b>dynamics</b>, different <b>tempi</b>, different <b>timbres</b> etc</li> <li>• Combining and controlling sounds to achieve a desired effect</li> <li>• Music that incorporates effective silences (rests)</li> <li>• Different groupings of beats (metre of 2/3)</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>• A simple rhythmic accompaniment to a song using <b>ostinato</b> patterns and <b>drones</b></li> <li>• A simple melody from a selected group of notes (i.e. a pentatonic scale)</li> <li>• Music that has a recognisable structure</li> <li>• A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>• Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li> <li>• Use a range of ICT to sequence, compose, record and share work</li> </ul>	<p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"> <li>• Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li> <li>• Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo, dynamics, metre, texture, timbre</b>)</li> <li>• Recognise music from different times and countries identifying key elements that give it its unique sound.</li> <li>• Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>• Identify whether a song has a verse/chorus or call and response structure</li> <li>• Identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>• Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li> </ul>

By the end of Y5 most pupils should be able to...		
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing confidently in a wide variety of styles with expression</li> <li>• Communicate the meaning and mood of the song</li> <li>• Sing a simple second part of a two part song with confidence</li> <li>• Maintain own part in a round</li> <li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>• Read and play with confidence from conventional or graphic notation</li> <li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>• Perform with sensitivity to different dynamics, tempi</li> <li>• Lead/conduct a group of instrumental performers</li> <li>• Maintain a rhythmic or melodic accompaniment to a song</li> <li>• Maintain own part on a pitched instrument in a small ensemble</li> <li>• Perform own compositions to an audience</li> <li>• Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Chords / harmony – concord and discord</li> <li>• Scales, such as PENTATONIC, RAG, BLUES</li> <li>• Texture created by layering rhythmic and/or melodic ostinatos</li> <li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>• Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African <b>etc</b></li> <li>• Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>• Create own simple songs reflecting the meaning of the words</li> <li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• Refine own compositions after discussion</li> <li>• Use a range of symbols (conventional or graphic) to record compositions.</li> <li>• Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss ‘what happens when’ within simple musical structures</li> <li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>

By the end of Y6 most pupils should be able to...		
PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing confidently in a wide variety of styles with expression</li> <li>• Communicate the meaning and mood of the song</li> <li>• Sing a simple second part of a two part song with confidence</li> <li>• Maintain own part in a round</li> <li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>• Read and play with confidence from conventional or graphic notation</li> <li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>• Perform with sensitivity to different dynamics, tempi</li> <li>• Lead/conduct a group of instrumental performers</li> <li>• Maintain a rhythmic or melodic accompaniment to a song</li> <li>• Maintain own part on a pitched instrument in a small ensemble</li> <li>• Perform own compositions to an audience</li> <li>• Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Chords / harmony – concord and discord</li> <li>• Scales, such as PENTATONIC, RAG, BLUES</li> <li>• Texture created by layering rhythmic and/or melodic ostinatos</li> <li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>• Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African <b>etc</b></li> <li>• Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b> (Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>• Create own simple songs reflecting the meaning of the words</li> <li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• Refine own compositions after discussion</li> <li>• Use a range of symbols (conventional or graphic) to record compositions.</li> <li>• Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss ‘what happens when’ within simple musical structures</li> <li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>