



2024-2025

# Music

***"Music is a moral law. It gives soul to the universe,  
wings to the mind, and life to everything" (Plato)***

## *Intent*

*Music has the power to transform lives and all children have the right to access consistent, high quality, and meaningful musical learning experiences.*

*At Coldfall Primary School we aspire for our pupils to develop high levels of intrinsic musicality through a rich and exciting curriculum; ensuring they have the necessary skills, knowledge and understanding to become lifelong musicians. Through these experiences our pupil's emotional, social and personal development will be deeply enhanced.*

## *Curriculum Aims*

- **Develop singing skills** – pupils develop good vocal technique and the ability to sing in harmony. Vocal work is used heavily in the majority of Music lessons.
- **Develop rhythmic skills** –pupils learn to read rhythmic notation and play in world music ensembles, specifically West African Drumming and Samba.
- **Develop instrumental skills** – pupils learn to play a wide range of percussion instruments. In Year 3 pupils learn to play the recorder and through this build on the ability to read staff notation acquired in Year 2. In Year 4 students learn to play the ukulele and through this learn to read chord symbols and develop understanding of tonality.
- **Develop composition skills** – all units include elements of composition and improvisation.
- **Develop listening and evaluating skills** – pupils listen to a diverse range of music in a range of contexts in school. From Nursery upwards pupils describe the sounds they hear and by the end of year 1 this should incorporate musical terminology. Through listening, pupils engage with the emotional content and characterisation of pieces of music in a musical and creative way. Additionally, it is our aim for all students to experience at least one live performance per year.
- **Developing understanding of the social and historic context of music** – pupils explore a range of music from different cultures, traditions and genres. They do so using authentic performance practice techniques and with an understanding of the social and historic framework from which the music they are performing has evolved.
- **Supporting Values Based Education** – Music and songs are used extensively to support our values curriculum.

## *Implementation*

Our Music curriculum is cumulative to facilitate linear progression from EYFS to Year 6 and beyond. Each year group has four, bespoke assessment targets - 'Musical Learning Goals'

(page 7-9) which are based on different areas of musical ability and development. Each lesson/ scheme of work is audited against these targets and sequenced so that all new learning expands on what has previously been taught and to ensure that all future learning outcomes are achievable, as a consequence of strong prior learning. This aims to ensure that pupils have mastery of the rudiments of music and can then apply this in an increasingly advanced manner as they progress through the curriculum.

### *Provision*

**Reception:** 40 minutes per week – Music Specialist

**Year 1:** 30 minutes per week – Music Specialist

**Year 2:** 40 minutes per week – Music Specialist

**Year 3 :** 40 minutes per week – Music Specialist

**Year 4:** 45 minutes per week – Music Specialist

**Year 5:** 1 hour per week – Music Specialist

**Year 6:** 1 hour per week – Music Specialist

Additionally, all students, including EYFS and Nursery, participate in weekly singing assemblies with Kate Vetch.

Pupils participate in at least two public performances per academic year; these will range from class assemblies, to concerts in external venues, school productions and instrumental concerts.

### *SEND and Adaptive Teaching*

All pupils work towards the same learning intention regardless of prior learning, musical ability or SEND. Within each lesson plan scaffolds to 'support' or 'strengthen and deepen' learning are written in green below each activity. This ensures that all pupils make progress based on their ability and that learning is consolidated to ensure musical learning is embedded.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p><b>Exploring Music</b></p> <p>Use voices expressively through chanting and singing simple songs</p> <p>Repeat simple rhythms using body percussion</p> <p>Play un-tuned percussion instruments</p> <p>Move to music</p>	<p><b>Nativity</b></p> <p>Sing songs with an awareness of technique:</p> <ul style="list-style-type: none"> <li>- Posture</li> <li>- Tone</li> <li>- Pitch</li> <li>- Diction</li> <li>- Characterisation</li> </ul>	<p><b>Space</b></p> <p>Use voices expressively through chanting and singing simple songs with increasing accuracy</p> <p>Repeat rhythms using body percussion and untuned percussion</p> <p>Play un-tuned percussion instruments with an awareness of correct technique</p> <p>Listen to music from a range of genres with an awareness of some of the musical elements:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> </ul> <p>Move to music with an awareness of the mood of the music</p>	<p><b>Mini Beasts</b></p> <p>Use voices expressively through chanting and singing simple songs with increasing accuracy</p> <p>Repeat rhythms using body percussion and un-tuned percussion</p> <p>Play un-tuned percussion instruments with an awareness of correct technique</p> <p>Listen to music from a range of genres with an awareness of some of the musical elements:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> </ul> <p>Move to music with an awareness of the mood, character and tempo of the music</p>	<p><b>Deep Blue Sea</b></p> <p>Use voices expressively through chanting and singing simple songs with increasing accuracy</p> <p>Repeat rhythms using body percussion and un-tuned percussion with increasing accuracy</p> <p>Recognise and interpreting simple graphic notation and using this in performance</p> <p>Play un-tuned percussion instruments using the correct technique</p> <p>Listen to music from a range of genres and being able to recognise some of the musical elements:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> </ul> <p>Move to music with an awareness of the mood, character, tempo and pulse of the music</p> <p>Use and create musical sounds based on a stimulus</p>	<p><b>Circus</b></p> <p>Use voices expressively through chanting and singing simple songs with increasing accuracy</p> <p>Repeat rhythms using body percussion and un-tuned percussion with increasing complexity and accuracy</p> <p>Recognise and interpreting simple graphic notation including simple staff notation and using this in performance</p> <p>Play un-tuned percussion instruments using the correct technique with an awareness of tone</p> <p>Listen to music from a range of genres and being able to recognise and interpret some of the musical elements:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> </ul> <p>Move to music with an awareness of the mood, character, tempo and pulse</p>

					of the music with increasing understanding  Create musical patterns based on a stimulus
<b>Year 1</b>	<p><b>Carnival of the Animals</b> Use voices expressively through chanting and singing songs with increasing accuracy and awareness of some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Posture</li> <li>- Tone</li> <li>- Diction</li> <li>- Breathing</li> </ul> <p>Play tuned and un-tuned percussion instruments using the correct technique with an awareness of tone</p> <p>Listen to music from a range of genres and being able to recognise and interpret some of the musical elements:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> <li>- Instrumentation</li> </ul> <p>Move to music with an awareness of the mood, character, tempo and pulse of the music with increasing understanding</p> <p>Compose and improvise musical patterns that represent</p>	<p><b>Oceans</b> Use voices expressively through chanting and singing songs with increasing accuracy and awareness of some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Posture</li> <li>- Tone</li> <li>- Diction</li> <li>- Breathing</li> </ul> <p>Play tuned and un-tuned percussion instruments using the correct technique with an awareness of tone</p> <p>Listen to and evaluate music from a range of genres and being able to recognise and interpret some of the musical elements:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Pitch</li> <li>- Instrumentation</li> </ul> <p>Move to music with an awareness of the mood, character, tempo and pulse of the music with increasing understanding</p>	<p><b>Pulse and Tempo</b></p> <p>Understand the concept of pulse. Be able to move in time with music and clap a pulse along to a piece of music.</p> <p>Understand the concept of tempo. Be able to play rhythmic patterns and simple polyrhythms using body percussion and un-tuned percussion at arrange of tempi.</p> <p>Know subject specific vocabulary pertaining to pulse and tempo and use this in their musical performance.</p> <p>Listen to and evaluate music in terms of pulse and tempo and respond using subject specific vocabulary.</p> <p>Compose and improvise patterns at a range of tempi.</p>	<p><b>African Music</b> Sing increasingly complex songs, including part songs, with an awareness of ensemble and some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Posture</li> <li>- Tone</li> <li>- Diction</li> <li>- Breathing</li> <li>- Harmony</li> </ul> <p>Perform increasingly complex rhythms and polyrhythms using body percussion and un-tuned percussion. Have an awareness of some of the key features of African Music, including subject specific vocabulary:</p> <ul style="list-style-type: none"> <li>- Call and response</li> <li>- Improvisation</li> <li>- Body percussion</li> <li>- Polyrhythms</li> </ul>	

	different feelings, characters and situations	Compose and improvise musical patterns that represent different feelings, characters and situations with increasing musicality		
<b>Year 2</b>	<p><b>Rhythm</b> Read and perform rhythmic patterns using crotchets, quavers, minims, dotted minims and semi-breves aurally and using notation. Compose and perform rhythmic patterns using crotchets, quavers, minims, dotted minims and semi-breves aurally and using notation. Listen to and identify rhythmic patterns within pieces of music. Understand the concept of rhythm and the connection to pulse and tempo.</p>	<p><b>The Nutcracker</b> Use voices expressively with an awareness of performing as part of an ensemble and some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Posture</li> <li>- Tone</li> <li>- Diction</li> <li>- Breathing</li> <li>- Characterisation</li> </ul>	<p><b>Pitch &amp; Percussion</b> Understand the concept of pitch and how to read staff notation, including subject specific vocabulary Read and perform melodic patterns within a range of one octave, aurally and using staff notation on tuned percussion Be able to play simple melodies and pieces on tuned percussion as part of an ensemble accurately</p>	<p><b>Musical Elements</b> Understand and be able to identify the different musical elements using subject specific vocabulary, symbols and gestures:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Texture</li> <li>- Timbre</li> </ul> <p>Be able to perform songs and rhythmic pieces incorporating different musical elements following subject specific symbols and gestures</p> <p>Listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary Compose musical patterns and pieces in response to a stimulus incorporating different musical elements effectively</p>
<b>Year 3</b>	<p><b>Recorders 1</b> Be able to play and blow the recorder, playing the notes of B, A and G with an awareness of correct technique and tone Be able to play simple melodies and pieces on the recorder as part of an ensemble Be able to read staff notation (melody and pitch) with increasing fluency and use this in their instrumental playing Be able to listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary Be able to compose or improvise simple melodic patterns on the recorder</p>	<p><b>Recorders 2</b> Be able to play the notes of B, A, G, F and E with an awareness of correct technique and tone Be able to play melodies and pieces on the recorder as part of an ensemble with increasing accuracy Be able to read staff notation (melody and pitch) with increasing fluency and use this in their instrumental playing Understand and be able to read rhythms that include crotchet, quaver and minim rests Be able to listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary Be able to compose or improvise simple melodic patterns on the recorder with increasing musicality</p>	<p><b>Recorders 3</b> Be able to play the notes of B, A, G, F, E, D and C with an awareness of correct technique and tone Be able to play increasingly complex melodies and pieces on the recorder as part of an ensemble accurately Be able to read staff notation (melody and pitch) with increasing fluency and use this in their instrumental playing Understand and be able to read rhythms that include crotchet, quaver and minim rests Understand the concept of metre in 2,3 and 4 time and be able to recognise this in their playing and listening and evaluating Be able to listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary with increasing accuracy</p>	

					Be able to compose or improvise simple melodic patterns on the recorder with increasing musicality and transcribe these using staff notation
<b>Year 4</b>	<p><b>Ukulele 1</b></p> <p>Know the anatomy of the ukulele and be able to hold the instrument correctly</p> <p>Be able to play and sing pieces using open strings using a range of playing techniques</p> <p>Understand what a chord and be able to identify major and minor chord aurally</p> <p>Be able to play the chords of C, F and Am on the ukulele, reading chord symbols and rhythmic notation and following strumming patterns</p> <p>Be able to play musical patterns and simple pieces that transition between two chords</p> <p>Be able to compose and improvise simple musical patterns on the ukulele using a range of playing techniques</p>	<p><b>Ukulele 2</b></p> <p>Be able to identify major and minor chords aurally and understand the tonality can impact the mood or feeling of a piece of music</p> <p>Be able to play the chords of C, Am, F and G on the ukulele reading chord symbols and rhythmic notation and following strumming patterns</p> <p>Be able to play songs and pieces that transition between four chords with increasing accuracy</p> <p>Be able to compose and chord sequences using C, Am, F and G, using chord symbols and rhythmic notation and devising their own strumming patterns</p>	<p><b>Ukulele 3</b></p> <p>Be able to identify major and minor chords aurally and understand the tonality can impact the mood or feeling of a piece of music with increasing accuracy</p> <p>Be able to play the chords of C, Am, F, G and Em on the ukulele reading chord symbols and rhythmic notation and following strumming patterns</p> <p>Be able to play songs and pieces that transition between five chords with increasing accuracy, singing and playing simultaneously</p> <p>Be able to compose and chord sequences and short pieces using C, Am, F, G and Em using chord symbols and rhythmic notation and devising their own strumming patterns with increasing musicality</p>		
<b>Year 5</b>	<p><b>West African Drumming</b></p> <p>Play complex polyrhythms on the djembe as part of an ensemble with correct playing technique</p> <p>Know and be able to play recognised call and response patterns on the djembe</p> <p>Understand the conventions of West African Drumming and subject specific vocabulary:</p> <ul style="list-style-type: none"> <li>- Polyrhythms</li> <li>- Call and response</li> <li>- Improvisation</li> <li>- Syncopation</li> </ul>	<p><b>Christmas</b></p> <p>Sing complex part songs with some awareness of some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Tone</li> <li>- Posture</li> <li>- Diction</li> <li>- Support and breath control</li> <li>- Sense of ensemble</li> <li>- Head and chest voice</li> <li>- Characterisation</li> </ul>	<p><b>Access Classical</b></p> <p>Have an awareness of some of the key features of musical periods:</p> <ul style="list-style-type: none"> <li>- Baroque</li> <li>- Classical</li> <li>- Romantic</li> <li>- 20<sup>th</sup> Century</li> </ul> <p>Perform sections of pieces from these periods on tuned and un-tuned percussion as an ensemble, including pentatonic and chromatic patterns</p> <p>Compose musical patterns and short pieces which</p>	<p><b>Minimalism</b></p> <p>Understand the concept and social and historic context of minimalism</p> <p>Be able to play and sing pieces of minimalist music using tuned and un-tuned percussion and body percussion</p> <p>Be able to compose short pieces of minimalist music using recognised compositional techniques such as:</p> <ul style="list-style-type: none"> <li>- Augmentation</li> <li>- Diminution</li> </ul>	<p><b>Gospel Choir</b></p> <p>Sing complex part songs with an awareness of some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Tone</li> <li>- Posture</li> <li>- Diction</li> <li>- Support and breath control</li> <li>- Sense of ensemble</li> <li>- Head and chest voice</li> <li>- Belt</li> <li>- Characterisation</li> <li>- Harmonic progression</li> </ul> <p>Understand the social and historic context of Gospel Music and use this to inform their performance</p>

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	<p>Improvise rhythmic patterns in the style of West African Drumming within a given structure and with increasing musicality</p>		<p>incorporate musical features of these periods Listen to and evaluate pieces of music from each musical period with an understanding of the musical elements and how they are used effectively:</p> <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Dynamics</li> <li>- Orchestration</li> <li>- Timbre</li> <li>- Texture</li> <li>- Structure</li> </ul> <p>Have an awareness of the social and historical context of some pieces of music</p>	<ul style="list-style-type: none"> <li>- Rhythmic displacement</li> <li>- Retrograde</li> </ul>	
<b>Year 6</b>	<p><b>Garage Band 1</b> Use Garage Band to record given chord sequences and melodies on a range of instruments following notation and chord symbols Understand how to use Garage Band to edit and adapt musical recordings Use Garage Band to create their own chord sequences</p>	<p><b>Christmas</b> Sing complex part songs with an understanding of some aspects of vocal technique:</p> <ul style="list-style-type: none"> <li>- Tone</li> <li>- Posture</li> <li>- Diction</li> <li>- Support and breath control</li> <li>- Sense of ensemble</li> <li>- Head and chest voice</li> <li>- Characterisation</li> <li>- Harmonic progression</li> <li>-</li> </ul>	<p><b>Samba</b> Play complex polyrhythms on Samba instruments as part of an ensemble using correct playing techniques Know and be able to play recognised call and response patterns on Samba instruments as part of an ensemble Understand the conventions of Samba Drumming and subject specific vocabulary:</p> <ul style="list-style-type: none"> <li>- Polyrhythms</li> <li>- Call and response</li> <li>- Improvisation</li> <li>- Syncopation</li> <li>- Breaks</li> <li>- Solos</li> </ul>	<p><b>Garage Band 2</b> Use Garage Band to compose chord sequences Understand structure of songs using subject specific vocabulary Understand how major and minor chords are constructed Compose melodies that fit with a chord sequence including passing notes Compose drum and rhythm patterns that fit with a chord sequence</p>	<p><b>Production</b> Sing complex part songs with live band accompaniment with solid understanding of vocal technique:</p> <ul style="list-style-type: none"> <li>- Tone</li> <li>- Posture</li> <li>- Diction</li> <li>- Support and breath control</li> <li>- Sense of ensemble</li> <li>- Head and chest voice</li> <li>- Characterisation</li> <li>- Harmonic progression</li> <li>- Movement</li> </ul>



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			Improvise musical patterns on Samba instruments within a given structure demonstrating musicality		
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## *Extra-Curricular Music Provision & Special Events*

### *Coldfall Primary School Choir*

We have an exceptional school choir formed of pupils from Year 5 and 6 who perform regularly in the local area and further field. Entrance to the choir is by audition. The choir rehearse weekly after school under the direction of Kate Vetch and sing a wide range of music in 3 and 4-part harmony. Performances include the London premier of Rio Amazonas with Roland Perrin and his Blue Planet Orchestra and Carmina Burana at the Queen Elizabeth Hall under the baton of David Temple (OBE). The choir were also invited to perform at the Music for Youth National Festival Main Stage at The Town Hall, Birmingham. Other highlights include; The Wigmore Hall, The Royal Albert Hall, The Union Chapel and Alexandra Palace. They also recently performed the children's choir part in the world premier of One Giant Leap by James McCarthy with The London Orchestra da Camera and Hertfordshire Chorus at The Queen Elizabeth Hall. In March 2020 the choir recorded Benjamin Britten's Saint Nicholas with The BBC Concert Orchestra and Crouch End Festival Chorus for Signus Records.

### *Junior Chorus*

Junior Chorus is run by Emily Gazzard and consists of around 30 pupils. Entrance to the choir is not selective and open to all pupils in Year 3, 4, 5 and 6. The choir rehearse for 45 minutes per week and sing repertoire from a wide range of musical styles, traditions and genres. They perform regularly in school and around the local area.

### *School Wind Band*

The school wind band is a new ensemble and is open to all pupils who are having lessons in trumpet, trombone, flute, clarinet and saxophone either in or out of school. The wind band is run by Tom Kwatersky, our brass teacher and pupils rehearse for one hour per week.

### *Instrumental Lessons*

Teachers from Haringey Music service offer individual and small group tuition in piano, violin, guitar. We have also offer an in-house wind instrumental programme; 20 students are now enrolled in weekly flute, clarinet and saxophone lessons. We also offer vocal tuition with visiting specialist teachers and now over 40 pupils have weekly singing lessons in school. Currently, over 300 students across the school receive instrumental or vocal tuition in school have many more have private lessons outside of school.

### *Special Events 2024-2025*

*The following events are currently planned for 2024-2025:*

*(events marked with a \* involve our pupils performing/ participating)*

#### *September 2024*

- *Performance by Siu He Lee, professional pianist and composer for the whole school*

#### *October 2024*

- *Performance by Naomi Kilby, professional classical singer for the whole school*

- *Violin Concert, performance from our violin tutor – Pablo Castro, and pupils who are learning violin for the whole the whole school.*

*December 2024*

- *Nursery Christmas Concert\**
- *Reception Christmas Concert\**
- *Year 2 – Christmas Concert\**
- *Year 5 and 6 – Christmas Concert\**
- *Choir performances at local retirement home\**

*January 2024*

- *Guitar students concert\**

*February 2024*

- *Year Six Samba Performance\**
- *Pupils from Year 5 and 6 attending rehearsal for the Haringey Schools Music Festival at The Royal Albert Hall\**

*March 2024*

- *Singing workshop with Katie Teage for pupils from Year 4,5 and 6 who are participating in The Orchestra Sings project in collaboration with The Guildhall School of Music and Drama\**
- *Brass, strings and woodwind workshop with Spencer Downe and students from The Guildhall School of Music and Drama for pupils from Year 4,5 and 6 who are participating in The Orchestra Sings project in collaboration with The Guildhall School of Music and Drama at Milton Court\**
- *Pupils from Year 5 and 6 Performing at The Haringey Schools Music Festival*
- *Vocal students concert\**
- *Violin students concert\**
- *Piano students concert\**
- *Wind band Concert\**

*April 2024*

- *Piano students concert\**
- *Vocal students concert\**

*June 2024*

- *Year 5 to attend LPO Bright Sparks Concert*
- *Year 1 African Music Concert\**
- *Year 3 Recorder Concert\**
- *Year 4 Ukulele Concert\**

*July 2024*

- *Choir and Junior Chorus Concert\**
- *Year Six Production\**

*Additionally, all pupils participate in two class assemblies per year showcasing their musical and singing ability. There will also be numerous external choir performances that have yet to be organised.*

## *Impact*

Our expectations for attainment are high and exceed the national outcomes for school based musical learning, ensuring that every child is equipped with the necessary skills and confidence to be life-long musicians regardless of socio-economic or personal circumstance.

By the time children leave Coldfall Primary School, they can:

- Sing as part of an ensemble, in three-part harmony in a range of musical, styles, traditions and genres with a strong awareness of good vocal technique, characterisation and performance skills
- Read staff notation and use this knowledge to enhance their instrumental playing, performance and composition
- Understand how to listen to and evaluate music, engaging with the emotional content of pieces of music and using musical understanding and awareness to form and justify their opinions
- Play a wide range of instruments independently and as part of an ensemble with a clear awareness of playing and performance techniques
- Compose, improvise and develop original musical ideas
- Understand theoretical aspects of Music within their performance, composition and listening and evaluating

### *Assessment and Evidencing Work*

Formative assessment and verbal feedback occurs in every Music lesson and every two lessons pupils are asked to complete self/ peer assessment tasks to assist them in understanding their progress and identifying areas for development.

Each term pupils worked towards specific musical key skills (see overleaf) which are developed through their curricular Music lessons. In their summative end of year report pupils are graded as working below, towards, at or above expectations based on continuous assessment. They are also given an effort grade.

Pupil work is video recorded each half term to evidence pupil progress. A written commentary of pupil prior, current and future learning accompanies these examples.

## *Music Learning Goals*

<b>Year 1</b>
1.1 Can sing simple songs with some accuracy of tuning.
1.2 Can repeat and perform rhythms. Can keep a steady beat with an awareness of pulse and tempo, using a range of un-tuned percussion instruments to play rhythms and keep a steady beat. Can use some subject specific vocabulary.
1.3 Can create musical patterns and organise sounds in response to a stimulus.
1.4 Can listen to and interpret music with awareness of mood and character.

<b>Year 2</b>
2.1 Can sing tunefully with expression and some awareness of vocal tone.
2.2 Can read, perform and compose simple rhythms aurally and using staff notation on a range of un-tune percussion instruments. Can understand how simple rhythms fit with a beat, with an awareness of pulse, tempo and metre.
2.3 Can read, perform and compose simple melodies aurally and using staff notation, on tuned percussion instruments.
2.4 Can listen to and interpret music with an understanding of how the inter-related dimensions of music influence mood and character, using subject specific vocabulary.

<b>Year 3</b>
3.1 Can sing tunefully with expression and with good awareness of vocal tone, performing simple harmonies in two parts.
3.2 Can read, perform and compose rhythms aurally and using notation on the recorder. Can understand how rhythms fit with a beat, with a sound awareness of pulse, tempo and metre.
3.3 Can read, perform and compose melodies aurally and using staff notation on the recorder. Can understand the relationship between notes and the concept of pitch.
3.4 Can listen to and evaluate their own work and the work of others with an awareness of how the inter-related dimensions of music are combined effectively.

<b>Year 4</b>
4.1 Can perform part songs with expression, accuracy of tuning and some awareness of good vocal technique.
4.2 Can read, perform and compose rhythmic patterns aurally and using notation. Can compose and improvise rhythmic strumming patterns on the ukulele.
4.3 Can read, perform and compose melodies and chord sequences aurally, and using staff notation and chord symbols. Can understand and recognise major and minor chords, with an awareness of tonality.
4.4 Can listen and evaluate their own work and the work of others with a sound awareness of how the inter-related dimensions of music are combined effectively, justifying their opinions musically.

<b>Year 5</b>
5.1 Can perform part songs expressively, with accuracy of tuning, phrasing, and sense of ensemble and a sound awareness of good vocal technique.
5.2 Can read, perform, improvise and compose complex polyrhythms aurally and using notation, demonstrating an awareness of different musical styles, traditions and genres and their associated stylistic performance practice techniques.
5.3 Can read, perform, improvise and compose melodies aurally and using notation- with an awareness of different musical styles, traditions and genres and their associated performance practice techniques.
5.4 Can perform, compose and evaluate music from a range of styles, traditions and genres, with an awareness of the emotional, cultural, historic and social context of the music.

<b>Year 6</b>
6.1 Can perform complex part songs expressively with high accuracy of tuning, phrasing, controlled quality of tone, and good sense of ensemble with a firm awareness of vocal technique.
6.2 Can read, perform, improvise and compose advanced polyrhythms aurally and using notation. Using their secure understanding of different musical styles, traditions and genres and their associated stylistic performance practice techniques to inform their playing. Can use Music ICT to create and record rhythmic patterns.
6.3 Can read, perform, improvise and compose melodies aurally and using notation. Using their secure understanding of different musical styles, traditions and genres and their associated performance practice techniques to inform their playing. Can use Music ICT to create and record melodies and chord sequences.
6.4 Can perform, compose and evaluate music from a range of styles, traditions and genres with a strong understanding of the cultural and social context of the music.

## *Next Steps*

- Develop outdoor Music provision
- Develop external projects that are linked to the Music curriculum
- Facilitate better access to live performance in and out of school
- Develop extra-curricular provision:
  - Guitar Orchestra
  - Drumming Club
  - Violin ensemble
- Develop SEND Music provision; music therapy, CPD for Teaching Assistants