



Curriculum Expectations for Music

Intent	At Croxby we intend to deliver a high quality musical education which: <ul style="list-style-type: none"> • Develops learning and results in the acquisition of knowledge, improved well-being, creativity and sense of achievement; • Provides opportunities to develop life-long skills of playing an instrument and reading music; • Promotes a love of music and their talents as musicians, singing and performing.
Implementation	We provide a curriculum, which has a clear and comprehensive scheme of work in line with the National Curriculum and ensures pupils perform, listen, compose and begin to understand notations in music. This is embedded in the classroom activities as well as the weekly singing assemblies, musical theatre lessons, various performances and the learning of 2 instruments for all children in Key Stage 2.
Impact	Children are able to enjoy music, as a listener, creator or performer. They can dissect music and comprehend its parts providing a secure base to read music. They will have the opportunity to foster their instrumental flare and use this as a form of expression. We will increase the range of vocabulary through singing in Key Stage 1. Children will participate in wider musical activities and be able to play two musical instruments by the end of Key Stage 2. Teaching and learning will show progression across all key stages within the strands of music and children will retain and develop their musical knowledge.

Expected Level at the end of EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)	Expressive Arts and Design (Being Imaginative)
Children sing songs; make music, dance and experiment with ways of changing them.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 Curriculum

Performing	<ul style="list-style-type: none"> • Sing with good diction • Begin to be able to sing in tune songs with a limited range • Sing in time to a steady beat • Name a variety of instruments • Perform with a good sense of beat and rhythm • Perform together in an ensemble • Change the tempo or dynamics while playing an instrument
Listening	<ul style="list-style-type: none"> • Begin to recognise different genres of music • Begin to recognise instruments being played in a piece of music • Express their opinion about pieces of music
Composing	<ul style="list-style-type: none"> • Compose a simple tune using three or four notes • Create sound effects for a picture or story, thinking about how music can create a mood • Write down their compositions using symbols, pictures or patterns

	Year 3 Curriculum	Year 4 Curriculum
Performing	<ul style="list-style-type: none"> Accompany a song with a melodic ostinato on tuned percussion Perform a pentatonic song with tuned and untuned accompaniment Play independent parts in more than one metre Perform rhythmic ostinati individually and in combination Understand and use pitch notation Read simple rhythmic notation Create and perform from a symbol score Read graphic notation to play a melody on tuned instruments 	<ul style="list-style-type: none"> Play a pentatonic song with leaps in pitch on tuned percussion (glockenspiel) Play and sing repeated patterns from staff notation Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notation
Improvising	<ul style="list-style-type: none"> Improvise descriptive music Improvise to an ostinato accompaniment Explore simple accompaniments using beat and rhythm patterns 	<ul style="list-style-type: none"> Improvise in response to visual stimuli Improvise melodies with a given set of five notes Explore layers and layering using a graphic score Understand syncopation and clap improvised offbeat rhythms
Composing	<ul style="list-style-type: none"> Compose and notate pentatonic melodies on a graphic score 	<ul style="list-style-type: none"> Compose music that has a recognisable structure (beginning, middle and end).
Listening	<ul style="list-style-type: none"> Describe music using appropriate vocabulary Begin to compare different kinds of music 	<ul style="list-style-type: none"> Recognise how inter-related dimensions of music are used to create different moods Explore ways in which sounds are combined towards certain effects
Appraising	<ul style="list-style-type: none"> Give opinion on a piece of music Evaluate and improve work 	<ul style="list-style-type: none"> Identify the character of a piece of music Describe different purposes of music

	Year 5 Curriculum	Year 6 Curriculum
Performing	<ul style="list-style-type: none"> Read a melody in staff notation Perform music together in synchronisation with a short movie Develop ensemble playing, focusing on steady beat and placing notes accurately together Control sound length and dynamic on instruments 	<ul style="list-style-type: none"> Demonstrate coordination and rhythm skills Play a chordal accompaniment Follow and interpret a graphic score for more than one instrument Play tuned instrument parts from scores using staff notation
Improvising	<ul style="list-style-type: none"> Develop accompaniments using ostinato Play and improvise using whole tone scale Create musical effects using contrasting pitch 	<ul style="list-style-type: none"> Devise, combine and structure rhythms Improvise descriptive music.
Composing	<ul style="list-style-type: none"> Use musical dimensions to create and perform music Evaluate and refine compositions 	<ul style="list-style-type: none"> Revise, rehearse and develop music for performance Compose music from a visual stimulus
Listening	<ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using appropriate vocabulary Distinguish layers of sound and understand their combined effect 	<ul style="list-style-type: none"> Evaluate live and recorded performance Consider how one piece of music may be interpreted in different ways by different performers
Appraising	<ul style="list-style-type: none"> Describe, compare and evaluate using musical vocabulary Suggest improvements to own or others work 	<ul style="list-style-type: none"> Analyse features of music Refine and improve work