



Music

At Fawkham CEP School



Intent:

Children here at Fawkham have a firm start to music and musical experiences. We, through ongoing assessment, ensure that children have opportunities to develop from these starting points and enrich their musical experiences. We feel that our approach to Music through the scheme “Kapow Primary”, is supportive to our Christian Vision “John Chapter 10 Verse 10 I came that you may have life; life in all its fullness” and links to our school development plan (Quality of education, point 1- Develop further our curriculum so that it finely tailored and designed to reflect the context of our Fawkham Family, with a clear focus on sequencing learning and the gaining of substantive and disciplinary knowledge in each subject area. Our intention is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. We include our children in our development of Music, by inviting them to complete pupil voice. From this we strive to develop their interests in Music further. The Music curriculum introduces children to Music around the world and across generations, teaching children to **respect** (one of Core Christian Values) and appreciate the Music of all traditions and communities.

Children have access to a peripatetic violin teacher through the Kent Music Plus program throughout lower KS2 by means of weekly lessons every term. Children have the opportunity to continue their instrumental learning into upper KS2 if they wish. A violin concert is performed each year to present and perform for the children and families of our school. Children are taught to **care, respect** and take **responsibility** for their violins during their lessons. Within their class lessons, children have the opportunity to perform in front of small groups, assemblies and parents/carers. Children are encouraged to be **respectful** and **honest** in giving praise and constructive criticism in reflection to performances being performed.

Our children with musical talent are identified through various means including polls and auditions. These talents are then nurtured through sign posting musical opportunities for these children, such as musical summer camps, musical theatre scholarship opportunities. In addition their talents are celebrated through performance opportunities such as in assemblies, church services and class productions. This ensures that the needs of these children are facilitated.

The Kapow Primary Scheme is used to support our non-specialist music teachers in delivering a full, broad and balanced curriculum. It enables children to meet their end of Key Stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum. This is supplemented with other musical experiences, for our children, to enhance other curriculum areas. We give children numerous performance opportunities include class assemblies, shows, church services, violin concerts, Fawkham has got Talent, entertaining the elderly at Russell Court Nursing Home, Longfield Music Festival and Young Voices. Children experience at least two trips during their time here to experience musical theatre or live theatre. Children are also introduced to composers on a daily basis during our Worship and in class. We use the Model Music Curriculum for guidance on our composers chosen.

We are at the beginning of our journey with the scheme Kapow Primary for Music and we have plans to implement more tuned instrumental opportunities and experiences for our children. This has come through the children’s interests through pupil voice, and we feel that it is important that we act upon their requests where possible.

Implementation

Our reason for choosing Kapow Primary’s Music Scheme, is because it is fully National Curriculum compliant and it takes a holistic approach to Music, in which the individual strands of performing, listening, composing, the history of music and the inter-related dimensions of music are woven together to create engaging and enriching learning experiences.

Throughout the units these strands are combined in a cross curricular way to captivate pupils imagination therefore make links throughout. Over the course of the scheme, children are taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music- pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and compositions.

<https://www.kapowprimary.com/wp-content/uploads/2020/11/Copy-of-National-Curriculum-mapping-Music20.09.22.pdf> This is the link where you can view where the units covers the National curriculum. Our progression of skills are mapped out below in the table along with the Year groups and units covered by each class over a two year cycle. Year R cover the same each year. This year we are on cycle B For 2022-2023.

In each lesson, children will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons are “hands on” and incorporate movement and dance elements, as well as cross curricular links.

Differentiated guidance is available for every lesson to ensure that it can be accessed by all, for SEND as well as opportunities to stretch more able pupils. Knowledge organisers are available for teachers to use and they are adapted to be in line with our school.

Strong subject knowledge is key for our teachers and with Kapow primary there is a lot of support provided and videos to demonstrate how skills are effectively taught.

We aim to teach music weekly here at Fawkham, ensuring that KS1 and KS2 have a quality 1 hour lesson. When the opportunity for a performance arises in a unit we perform to another class and our Headteacher, or a part of Class assembly where parents are invited. We keep parents informed about what we are learning in Music each week and as a result we have had some great feedback and possible volunteering opportunities from them.

We are also looking into having private tuition 1-1 and/or groups for Guitar being available for parents to sign up to as an extra music opportunity. We to aim to instil a love for instruments and then hopefully this will lead to pupils completing graded examinations which will come in useful in their future education. We are also very fortunate to have a parent volunteer who has a Musical background, who has agreed to teach recorder to KS1 and KS2 children during two lunchtimes a week. This will be available in the new academic year 2022-23.

Impact

The impact that the Kapow Primary Music scheme can be constantly monitored through both summative and formative assessment opportunities. Each lesson provides guidance to support teachers in assessing pupils against the learning objectives and at the end of unit there is often a performance element where teachers can make a summative assessment of pupils learning. The knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging a recall of practical skills, key knowledge and vocabulary. The way that the music scheme has been created is in spiral curriculum, which ensures that topics are repeated and revised and increases in difficulty. New learning is linked throughout to previous learning from Year R-6. This enables students to build on their musical knowledge enabling their musical competence.

After the implementation of teaching the Kapow Primary music scheme, pupils should leave Fawkham CEP School equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate Music throughout their lives.

The expected impact of following the Kapow Primary Music Scheme of work that that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.

- Understand the ways in which music can be written down to supports performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and to able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for Music.

The table below shows the overview of our Music Curriculum and the two year cycle from Year 1-6. It also shows the listening, composing and performing skills that are taught and learnt in each topic, showing the key skills taught in the units.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R (1)	<p><u>Nursery Rhymes/ Number songs</u> <u>Exploring sound (Year R)</u></p> <p><u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing instruments in different ways</p> <p><u>Performing</u> Remembering and maintaining their role within a group performance</p> <p>Stopping and starting playing at the right time.</p>	<p><u>Celebration music (Year R)</u></p> <p><u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory</p>	<p><u>Music and movement (Year R)</u></p> <p><u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating simple lyrics.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time.</p>	<p><u>Musical stories (Year R)</u></p> <p><u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory</p>	<p><u>Transport Year R</u></p> <p><u>Listening</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to and repeating simple lyrics.</p> <p><u>Composing</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing instruments in different ways</p> <p><u>Performing</u> Remembering and maintaining their role within a group performance</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time.</p>	<p><u>Big band (Year R)</u></p> <p><u>Listening</u> Exploring the story behind the lyrics or music</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p> <p><u>Composing</u> Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways</p> <p><u>Performing</u> Using their voices to join in with well-known songs from memory</p> <p>Remembering and maintaining their role within a group performance</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time.</p>

		<p>Remembering and maintaining their role within a group performance</p> <p>Moving to music with instruction to perform actions</p> <p>Stopping and starting playing at the right time.</p>		<p>Remembering and maintaining their role within a group performance</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time.</p>		
Year 1/2 Cycle A	<p><u>Pulse and rhythm (Theme- All about me) (Year 1)</u> <u>Listening</u> Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group. <u>Composing</u> Combining instrumental and vocal sounds within a given structure. <u>Performing</u> Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p>	<p><u>Classical music, dynamics and tempo (Theme- Animals) (Year 1)</u> <u>Listening</u> Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group. <u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Beginning to make improvements to their work as</p>	<p><u>Pitch and tempo (Theme- Superheroes) (Year 1)</u> <u>Listening</u> Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group. <u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p><u>Performing</u> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>To perform confidently as part of a group,</p>	<p><u>Musical me (Year 2)</u> <u>Listening</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear</p> <p>Suggesting improvements to their own and others' work. <u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p>	<p><u>On this Island (British songs and sounds) (Year 2)</u> <u>Listening</u> Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music. <u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p><u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy. <u>Performing</u> expressively using dynamics</p>	<p><u>Orchestral instruments (Theme- Traditional western stories) (Year 2)</u> <u>Listening</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music. <u>Composing</u> Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Beginning to suggest improvements to their own work. <u>Performing</u> Performing expressively using dynamics and timbre to alter sounds as appropriate. Assessment</p>

	<p>Assessment</p>	<p>suggested by the teacher.</p> <p><u>Performing</u> Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Assessment</p>		<p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p><u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p> <p>Assessment</p>	<p>and timbre to alter sounds as appropriate.</p>	
<p>Year 1/ 2 Cycle B</p>	<p><u>Dynamics, timbre, temp, and motifs</u> <u>(Theme- Space)</u> <u>(Year 2)</u> <u>Listening</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u></p>	<p><u>Vocal and body sounds</u> <u>(Theme- Bv the Sea)</u> <u>(Year 1)</u> <u>Listening</u> Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p>	<p><u>Musical Vocabulary</u> <u>(Under the sea)</u> <u>(Year 1)</u> <u>Listening</u> Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music.</p>	<p><u>Timbre and rhythmic patterns</u> <u>(Theme- Fairvtales)</u> <u>(Year 1)</u> <u>Listening</u> Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p>	<p><u>West African call and response song</u> <u>(Theme- Animals)</u> <u>(Year 2)</u> <u>Listening</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music. Listening to and repeating a short,</p>	<p><u>Myths and legends</u> <u>(Year 2)</u> <u>Listening</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to</p>

	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p><u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p><u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p><u>Performing</u> Using their voices expressively to speak and chant.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>Listening and responding to other performers by playing as part of a group.</p> <p><u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p><u>Performing</u> Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>Describing the differences between two pieces of music.</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p><u>Composing</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p><u>Performing</u> Using their voices expressively to speak and chant.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Assessment</p>	<p>simple melody by ear</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Composing</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p><u>Performing</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Assessment</p>	<p>represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p><u>Performing</u> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>
Year 3/ 4 Cycle A	Body and tuned percussion (Theme: Rainforest) Year 4	(Violin lessons with Mrs Norris) Kent Music Hub	Changes in pitch, tempo and dynamics (Theme- Rivers) Year 4	(Violin lessons with Mrs Norris) Kent Music Hub	Developing singing techniques (Theme- The Vikings) Year 3	(Violin lessons with Mrs Norris) Kent Music Hub

(Violin lessons with Mrs Norris) Kent Music Hub

Listening

Recognising the use and development of motifs in music.

Identifying gradual dynamic and tempo changes within a piece of music.

Recognising, naming and explaining the effect of the interrelated dimensions of music.

Identifying scaled dynamics (crescendo/decrease) within a piece of music.

Using musical vocabulary to discuss the purpose of a piece of music.

Using musical vocabulary when discussing improvements to their own and others' work.

Composing

Composing a coherent piece of music in a given style with voices, bodies and instruments.

Developing melodies using rhythmic variation, transposition, inversion, and looping.

Creating a piece of music with at least four different layers and a clear structure.

Suggesting improvements to others work, using musical vocabulary.

Performing

Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Playing melody parts on tuned

(Violin lessons with Mrs Norris) Kent Music Hub

Listening

Recognising the use and development of motifs in music.

Identifying gradual dynamic and tempo changes within a piece of music.

Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Recognising, naming and explaining the effect of the interrelated dimensions of music.

Identifying scaled dynamics (crescendo/decrease) within a piece of music.

Using musical vocabulary to discuss the purpose of a piece of music.

Using musical vocabulary when discussing improvements to their own and others' work.

Composing

Composing a coherent piece of music in a given style with voices, bodies and instruments.

Beginning to improvise musically within a given style.

Developing melodies using rhythmic variation, transposition, inversion, and looping.

Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

Performing

Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of

(Violin lessons with Mrs Norris) Kent Music Hub

Listening

Understanding that music from different parts of the world, and different times, has different features.

Recognising and explaining the changes within a piece of music using musical vocabulary.

Beginning to show an awareness of metre.

Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.

Composing

Composing a piece of music in a given style with voices and instruments.

Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).

Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

Performing

Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Violin Performance to whole school and parents

	<p>instruments with accuracy and control and developing instrumental technique.</p>		<p>expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>		<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	
<p>Year 3/ 4 Cycle B</p>	<p><u>Ballads</u> (Year 3) (Violin lessons with Mrs Norris) Kent Music Hub <u>Listening</u></p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Composing a piece of music in a given style with voices and instruments.</p> <p><u>Performing</u> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p>	<p>(Violin lessons with Mrs Norris) Kent Music Hub</p>	<p><u>Pentatonic melodies and composition</u> (Theme- CNY) (Year 3) (Violin lessons with Mrs Norris) Kent Music Hub <u>Listening</u></p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p><u>Composing</u> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p>	<p>(Violin lessons with Mrs Norris) Kent Music Hub</p>	<p><u>Adapting and transposing motifs</u> (Theme- Romans) (Year 4) (Violin lessons with Mrs Norris) Kent Music Hub <u>Listening</u></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing</p>	<p>(Violin lessons with Mrs Norris) Kent Music Hub</p>

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

Suggesting and implementing improvements to their own work, using musical vocabulary.

Performing

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

improvements to their own and others' work.

Composing

Composing a coherent piece of music in a given style with voices, bodies and instruments.

Beginning to improvise musically within a given style.

Developing melodies using rhythmic variation, transposition, inversion, and looping.

Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

Suggesting improvements to others work, using musical vocabulary.

Performing

Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.

Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

<p>Year 5/6 Cycle A</p>	<p><u>Film Music (Year 6)</u> <u>Listening</u> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p><u>Performing</u></p>	<p><u>Composition notation (Theme- Ancient Egyptians)</u> <u>Year 5</u> <u>Listening</u> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p><u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting</p>	<p><u>Musical theatre (Year 5)</u> <u>Listening</u> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p><u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>	<p><u>Theme and variation (Theme-Pop Art)</u> <u>(Year 6)</u> <u>Listening</u> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus</p>	<p><u>Songs of WW2 (Year 6)</u> <u>Listening</u> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p><u>Composing</u> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p><u>Performing</u> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music,</p>	<p><u>Composing & performing a leavers' song (Year 6)</u> <u>Listening</u> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p><u>Performing</u> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p>
------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>	<p>dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>		<p>with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Performing Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>	<p>adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>	<p>Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
<p>Year 5/ 6 Cycle B</p>	<p><u>Looping and remixing (Year 5) Listening</u></p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p><u>Composing</u></p>	<p><u>Blues (Year 5) Listening</u></p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p><u>Composing</u> Improvising coherently within a given style.</p>	<p><u>Dynamics, pitch and texture (Theme-Coast-Fingals cave by Mendelssohn) (Year 6) Listening</u></p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p>	<p><u>Composition to represent the festival of colour (Theme-Holi) (Year 5) Listening</u></p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss</p>	<p><u>South and West Africa (Year 5) Listening</u></p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their</p>	<p><u>Composing & performing a leavers' song (Year 6) Listening</u></p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p><u>Composing</u> Improvising coherently and creatively within a</p>

<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p><u>Performing</u> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p><u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p><u>Composing</u> Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p><u>Performing</u> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>	<p>and evaluate their own and others' work.</p> <p><u>Composing</u> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p><u>Performing</u> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>own and others' work.</p> <p><u>Composing</u> Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p><u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p>	<p>given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p><u>Performing</u> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------