

Music Vision

	Respect	Courage	Resilience
Whole School Intent	Safe and Happy Everyone in the school community feels valued and respected	High Standards Everyone has the courage and resilience to be the best that they can be	Ready and Prepared Everyone develops the transferable skills which enable them to be a lifelong learner
Music Intent	To appreciate a wide range of music and understand its place within the wider world Children enjoy learning music in a practical way Children are able to express their creativity	Children will perform pieces of music Children understand the different dimensions of music and can use these to appraise different pieces of music Children are able to record music using informal and formal notation	Working within groups and individually, children can compose pieces of music Children can adapt their composition through responding to feedback
Implementation	<ul style="list-style-type: none"> Children will have experienced through lessons and assemblies a wide range music and composers, either live or recorded. Children will be able to discuss the effect that the music has on them and how it makes them feel. Learning Journeys develop links with the local community and children about musicians impact on the wider community. Through composition, children will be able to explore instruments and create their own piece of music. 	<ul style="list-style-type: none"> Children will be taught in a variety of ways to record their compositions, using informal and formal notation to the best of their ability. Learning Journeys will be based around the specific dimensions of music. Children will be given opportunity to rehearse and have the courage to perform pieces of music. Children will have opportunity to learn music through playing a wide variety of instruments. 	<ul style="list-style-type: none"> Children will develop teamwork skills to compose pieces of music. Children will be given opportunity to feedback and appraise other groups music Children will be given opportunity to respond to feedback and improve their compositions based on class and teacher feedback.
Impact	<ul style="list-style-type: none"> Children are aware of many different music styles and how they make them feel. Children enjoy music and are aware of how they can be involved in music now and later in life. 	<ul style="list-style-type: none"> Children will be able to discuss the dimensions of music and can use these to discuss pieces of music that have been studied. Children will be able to use formal and informal notation to record their compositions. Children will have the confidence to perform pieces of music. 	<ul style="list-style-type: none"> Children are confident to explore with instruments and compose pieces of music. Children can improve their compositions based on the feedback that they have received.

Music Skills Progression

Year Three

Dimensions	Skills
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Pitch
 ♦ Can I identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns? (e.g. pentatonic)

Duration
 ♦ Can I identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre?

Dynamics
 ♦ Can I identify, use and understand getting louder and quieter in finer gradations?

Tempo
 ♦ Can I identify, use and understand getting faster and slower in finer gradations?

Timbre
 ♦ Can I identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments?

Texture
 ♦ Can I identify the use and purpose of different layers in music heard, created and performed?

Structure
 ♦ Can I develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas?
 ♦ Can I explore the use of simple ostinato? (short repeated patterns)

Singing
 ♦ Can I explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs?

Playing
 ♦ Can I develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality?

Rehearsing and performing
 ♦ Can I recognise why and when to improve and start to develop basic individual and group rehearsal skills?

Notating
 ♦ Can I identify and use a range of graphic notation including basic rhythm and pitch notation?
 ♦ Can I use basic stave notation?

Listening and responding
 ♦ Can I respond to, identify, compare and contrast sounds and music in different contexts and for different purposes?
 ♦ Can I consider how music illustrates the composer's ideas?

Describing and discussing
 ♦ Can I describe, discuss and start to share opinions about what I hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary?

Music Skills Progression

Year Four

Dimensions	Skills
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Pitch

- ◆ Can I identify melodic shape and explore different scale patterns including pentatonic, major and minor?

Duration

- ◆ Can I identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre?

Dynamics

- ◆ Can I explore how to use dynamics for expressive effect?

Tempo

- ◆ Can I explore how to use tempi for expressive effect?

Timbre

- ◆ Can I identify voice types and a wider range of non-percussion instruments by family and name?

Texture

- ◆ Can I identify and use different types of texture including solo, unison, ostinato parts and simple harmony? e.g. drone, melodic ostinato parts

Structure

- ◆ Can I develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations?
- ◆ Can I develop further my use of ostinato?

Singing

- ◆ Can I use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs?

Playing

- ◆ Can I develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality?

Rehearsing and performing

- ◆ Can I recognise which improvements need to be made and use individual and group rehearsal skills?

Notating

- ◆ Can I understand and use detailed graphic notation?
- ◆ Can I use basic stave notation?

Listening and responding

- ◆ Can I respond to, identify, compare and contrast sounds and music in different contexts and for different purposes?
- ◆ Can I consider the devices used by composers to represent ideas musically?

Describing and discussing

- ◆ Can I describe, discuss and share opinions about what I hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary?

Music Skills Progression

Year Five	
Dimensions	Skills
<p>Pitch</p> <ul style="list-style-type: none"> ◆ Can I explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music? <p>Duration</p> <ul style="list-style-type: none"> ◆ Can I identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6? <p>Dynamics</p> <ul style="list-style-type: none"> ◆ Can I understand how a wide range of dynamics can be used and manipulated for expressive effect? <p>Tempo</p> <ul style="list-style-type: none"> ◆ Can I understand how a wide range of tempi can be used and manipulated for expressive effect? <p>Timbre</p> <ul style="list-style-type: none"> ◆ Can I identify instruments within families and different instrumental / vocal combinations? ◆ Can I refine use of voices and percussion instruments? <p>Texture</p> <ul style="list-style-type: none"> ◆ Can I extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments? <p>Structure</p> <ul style="list-style-type: none"> ◆ Can I explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures? e.g. Leitmotif 	<p>Singing</p> <ul style="list-style-type: none"> ◆ Can I extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style? <p>Playing</p> <ul style="list-style-type: none"> ◆ Can I demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness? <p>Rehearsing and performing</p> <ul style="list-style-type: none"> ◆ Can I recognise which refinements need to be made and explore a range of different rehearsal strategies? <p>Notating</p> <ul style="list-style-type: none"> ◆ Can I understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation? <p>Listening and responding</p> <ul style="list-style-type: none"> ◆ Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? ◆ Can I understand and identify why and how the composer has used key features / devices? <p>Describing and discussing</p> <ul style="list-style-type: none"> ◆ Can I discuss and share informed opinions about what I hear commenting on the context / purpose and impact of the music? ◆ Can I consider the composer's musical use of key features / devices using a musical vocabulary?

Music Skills Progression

Year Six	
Dimensions	Skills
<p>Pitch</p> <ul style="list-style-type: none"> ◆ Can I explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music? <p>Duration</p> <ul style="list-style-type: none"> ◆ Can I identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7? <p>Dynamics</p> <ul style="list-style-type: none"> ◆ Can I understand how a wide range of dynamics can be precisely used and manipulated for expressive effect? <p>Tempo</p> <ul style="list-style-type: none"> ◆ Can I understand how a wide range of tempi can be precisely used and manipulated for expressive effect? <p>Timbre</p> <ul style="list-style-type: none"> ◆ Can I identify voices / instruments within families and their role in a wider range of ensembles? ◆ Can I refine the use of voices and percussion instruments with intended impact? <p>Texture</p> <ul style="list-style-type: none"> ◆ Can I use a range of harmonic devices with greater awareness and understanding in different musical contexts? <p>Structure</p> <ul style="list-style-type: none"> ◆ Can I use a broader range of developmental structures and expressive structures? 	<p>Singing</p> <ul style="list-style-type: none"> ◆ Can I further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style? <p>Playing</p> <ul style="list-style-type: none"> ◆ Can I demonstrate precise and confident instrumental skills and use them to perform with musical awareness? <p>Rehearsing and performing</p> <ul style="list-style-type: none"> ◆ Can I recognise which refinements need to be made and know how to make them? <p>Notating</p> <ul style="list-style-type: none"> ◆ Can I understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation? <p>Listening and responding</p> <ul style="list-style-type: none"> ◆ Can I respond to, identify, compare and contrast music with an awareness of the music's context and purpose? ◆ Can I understand and identify the composer's intent and how this was achieved? <p>Describing and discussing</p> <ul style="list-style-type: none"> ◆ Can I discuss and share informed opinions about what I hear commenting on the context / purpose and impact of the music? ◆ Can I consider the composer's musical intent and how it was achieved using a fluent musical vocabulary?