



Music

Intent:

At Colyton Primary Academy, we are **MUSICIANS!** We want our children to love music. We want them to have no limits to what their ambitions are and grow up wanting to be music producers, songwriters, composers or rock stars! Our vision, at Colyton, is to give children access to an engaging and fun music curriculum reflecting the world they live in now, but at the same time giving them access to musical styles throughout history and from different cultures.

Children are able to listen and appraise a variety of musical styles alongside performing pieces and creating their own compositions through the use of instruments and technology. To achieve this, all children access a variety of musical games, songs, instruments, music workshops, and extra - curricular activities giving them practical hands on experience. We hope children continue to grow in confidence as they progress through the musical curriculum and become passionate in their responses to music. Added to this, we want children to become more independent learners within this area, reflect upon their learning and develop resilience within the musical world.

National Curriculum Aims for Music:

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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EYFS:

In the EYFS children follow the Statutory Framework for the early years foundation stage. Within this there are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

The aspects of musical development at this stage are categorised as follows: Hearing and Listening, Vocalising and Singing, Moving and Dancing and Exploring and Playing.

Reception

Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development

- Combine different movements with ease and fluency.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

Expressive Arts and Design

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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ELG & Development Matters: The Colyton Curriculum

Our EYFS Colyton curriculum takes the ELG & Development matters to create a highly ambitious and bespoke curriculum with a focus on developing high language skills and for children to become competent readers, writers and mathematicians.

It only takes one read-through of Development Matters to notice how much music and singing feature in the literacy chapter (as well as featuring heavily in the Expressive Arts and Design section).

Exposing a child to music and musical experiences increases their learning capacity; studies have shown that music can accelerate the rate at which the brain develops. When children listen to music, their brains learn to separate meaningful sounds from incidental and nonessential sounds.

Listening to and then singing songs are the perfect way for a child to learn the *rhythm* of language and practice pronunciation skills. Songs and rhymes also match the rhythms and tones of language and expose children to the sound components that make up words.

EYFS: These are our ELG for our EYFS children

Confident Communicator

- I can listen carefully and know why listening is important.
- I can respond with questions, comments and actions.
- I can make comments and ask questions to find out more and to check I understand what has been said to me.
- I can hold two-way conversation with my friends and teachers.
- I can have one to one, small group and class discussions speaking and listening in turn and using new vocabulary.
- I can talk to help work out problems and to explain how things work and why they might happen.
- I can talk about my ideas, feelings and experiences in well-formed sentences and can connect one idea or action to another using a range of connectives and different tenses
- I can learn and use new vocabulary and use it in different ways.
- I can develop social phrases.
- I can describe events in some detail.

Independent Individual

- I can think and talk about my feelings and the feelings of others and begin to manage my own feelings.
- I can set and work towards simple goals.
- I can wait for things I want and control my impulses.
- I can focus on what the teachers says, respond and follow instructions with several parts.
- I can be confident in new activities, be independent and show resilience and perseverance in the face of challenge.
- I know right from wrong and can explain why we have rules.
- I can manage my own personal hygiene and needs.
- I can talk about how to be healthy and have good wellbeing.
- I can see myself as a valuable individual.

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Brilliant Bookworm

- I can listen to, engage with and talk about stories.
- I can anticipate key events in stories.
- I can learn, use and understand new vocabulary from stories, poems, rhymes, and non-fiction books and during role play.
- I can retell stories and narratives that I am familiar with using my own words and using new vocabulary.
- I can listen carefully to rhymes and songs and how they sound.
- I can learn rhymes, poems and songs.
- I can listen to and talk about and engage with non-fiction books to develop new knowledge and vocabulary.
- I can read and re-read books.

Passionate Performer

- I can invent, adapt and recount narratives and stories with my class and teacher.
- I can sing lots of nursery rhymes and songs.
- I can perform songs, rhymes, poems and stories with others.
- I can move to music in time.
- I can listen, move to and talk about music and share my feelings and thoughts.
- I can watch and talk about dance and performance art and share my feelings and thoughts.
- I can sing in a group or on my own and be able to begin to match the pitch and follow the melody.
- I can dance and make music on my own or in a group.

Exceptional Explorer

People, Culture and Communities:

- I can describe my environment from observation, discussion, books and maps.
- I can draw information from a simple map.
- I know some similarities and differences between different religious and cultural communities in this country.
- I know that some places are special to members of their community.
- I know that people have different beliefs and celebrate special times in different ways.
- I recognise things that are the same and things that are different between life in this country and life in other countries.

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Long Term Overview

We follow a two-year rolling programme at Colyton

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	Finlandia (BBC Ten pieces) Introducing Notation	Christmas Nativity Songs	Introducing Dynamics and Tempo	Introducing Pulse, Rhythm and Pitch (Active Music Digital)	No Place Like Home (BBC Ten Pieces)	Carnival of the Animals (Bespoke)
			WCET Ocarinas			
Year 1/2 B	Mars (BBC Ten Pieces)	Christmas Nativity Songs	Weather – Introducing Graphic scores, tempo and dynamics	Great Fire of London (Introducing Pulse, Rhythm and Pitch)	The Lark Ascending (BBC Ten pieces)	Songs From different Cultures (Bespoke / Active Music Digital)
Year 3/4 A	Whole Class Ensemble Recorder		Musical Production Dragon Days		Composing with musical technology Chrome Music Lab	Active Singing Games
Year 3/4 B	Whole Class Ensemble Ukulele		Storm Musical Production Pirates Vs Mermaids		Dragon Song	In the Hall of the Mountain King
Year 5/6 A	Whole Class Ensemble Recorder		Graphic Scores Stripsody Night Ferry		African Music and Djembe Drumming	
Year 5/6 B	Whole Class Ensemble Ukulele		Chinese Music and the Pentatonic Scale	Dr Who Music with Technology BandLab	Connect It! Body Beats / SAMBA	

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Personal Development

At Colyton we enhance the national curriculum for our students and make our curriculum unique. We do this through looking at influential people, developing character, citizenship, SMSC, equality, diversity, confidence & resilience, wellbeing, e-safety, RSE, transitions and British Values within the units of learning that the children study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R/1	Influential People: Jean Sibelius 1865 - 1957	SMSC: I know that music is used in religious celebrations. Confidence and Resilience: I know that being nervous is a normal feeling and if I rehearse it prepares me for performance.		Confidence and Resilience: I can play musical and singing games to gain confidence and build relationships.	Influential People: Kerry Andrew 1978 - Lemn Sissay (poet) 1967 Careers: I can begin to understand the job of a composer.	Influential People: Camille Saints-Saens 1835-1921
Year 2	Influential People: Gustav Holst 1874 - 1934	SMSC: I know that music is used in religious celebrations. Developing Character: I know that community celebrations develop a sense of pride, belonging and identity.		Healthy Lifestyle: I can stay safe and keep other safe. I understand fire safety.	Influential People: Vaughan Williams 1872 - 1958	British Values: (Equality and Diversity) I know that music comes from everywhere in the world.

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Personal Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	Influential People: Lucie Horsch 1999 – Antonio Lucio Vivaldi 1678 - 1741		Confidence and Resilience: I know that being nervous is a normal feeling and if I rehearse it prepares me for performance. Developing Character: I know that performing in front of a larger audience helps to build my self-confidence and belief.		E-Safety: I know how to use an online platform safely, responsibly and respectfully.	Citizenship: I can develop relationships through work and play (Community / Church link) British Values: Celebrate our values and traditions.
Year 3/4 B	Influential People: Vance Joy 1987 - Confidence and Resilience: I know that if I practise a new skill I will improve.		Developing Character: I can work as a team and understand that commitment is vital to achieve an end-goal.		Diversity: Learning about songs from around the world teaches me about understanding and respecting cultural differences.	Influential people: Edvard Grieg 1854 - 1907

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Personal Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 A	Influential People: Georg Philipp Telemann 1681 – 1767 Folk Band – Perkelt SMSC: Resilience: I can perform to an audience.		Influential People: Cathy Berberian 1925 - 1983 Anna Clyne 1980 Transition: I know that performing to younger children will help them build relationships with older members of the school community.		Diversity: I can learn songs in other languages and from other cultures. I appreciate that the role of music can be different around the world but can unite communities in the same way. I can watch performances from other cultures with interest and respect.	
Year 5/6 B	Influential People: George Formby 1904 – 1961 Confidence and Resilience: I know that being nervous is a normal feeling and if I rehearse it prepares me for performance.		Diversity: I can value and celebrate cultural difference and diversity.	Influential People: Delia Derbyshire 1937 – 2001 Equality: I know that in the past female composers were often not recognised for their achievements. E-Safety: I know how to use an online platform safely, responsibly, and respectfully.	Diversity: I can value and celebrate cultural difference and diversity. Developing Character: I can work as a team and understand that commitment is vital to achieve an end-goal.	

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Personal Development

Choir Recorder/ Ukulele Clubs Music Workshops (Axe Valley Academy & Joint School Concerts)	Confidence and Resilience: I know that being nervous is a normal feeling and if I rehearse it prepares me for performance. Developing Character: I can work as a team and understand that commitment is vital to achieve an end-goal. SMSC: I know that music is used in religious celebrations. Citizenship: I can develop relationships through work and play (Community / Church link) British Values: Celebrate our values and traditions. Transition: I can take part in music workshops at a secondary school in order to prepare me for my future schooling.
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Substantive and disciplinary knowledge in Music

Substantive knowledge in music is based on the developing knowledge of the nine interrelated dimensions of music. All musical learning is built around the interrelated dimensions of music.

Interrelated Dimensions of Music		
Pulse	Rhythm	Pitch
Tempo	Dynamics	Timbre
Texture	Structure	Notation

Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

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Knowledge and Skills Progression Year ½ A

Mars (BBC Ten Pieces)	Christmas Nativity Songs	Weather – Introducing Graphic scores, tempo and dynamics	Great Fire of London (Introducing pulse, rhythm and pitch)	The Lark Ascending	Songs From different Cultures
SUBSTANTIVE KNOWLEDGE: <i>I KNOW</i> the musical terms pulse and rhythm. <i>I KNOW</i> that an ostinato is a repeated musical pattern.	SUBSTANTIVE KNOWLEDGE: <i>I KNOW</i> that the lyrics to a song have a meaning. <i>I KNOW</i> the meaning of the term 'pulse'.	SUBSTANTIVE KNOWLEDGE: <i>I CAN</i> confidently name classroom instruments. <i>I CAN</i> describe tempo as fast or slow and describe dynamics as loud or quiet. <i>I KNOW</i> musical ideas can be written down.	SUBSTANTIVE KNOWLEDGE: <i>I CAN</i> confidently name classroom instruments. <i>I KNOW</i> that different instruments make different types of sounds and be selected for a particular purpose.	SUBSTANTIVE KNOWLEDGE: <i>I CAN</i> explain tempo and dynamics as fast and slow / loud and quiet. <i>I KNOW</i> different instruments make different types of sounds. <i>I KNOW</i> what a composer is.	SUBSTANTIVE KNOWLEDGE: <i>I KNOW</i> that music is to be enjoyed and I can make music by myself or with others. <i>I KNOW</i> that music comes from different countries and cultures.
DISCIPLINARY KNOWLEDGE: <i>I CAN</i> follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. <i>I CAN</i> talk about how the music makes me feel. <i>I CAN</i> describe tempo as fast or slow and the dynamics as loud or quiet. <i>I CAN</i> play some simple instrumental parts.	DISCIPLINARY KNOWLEDGE: <i>I CAN</i> talk about how the music makes me feel. <i>I CAN</i> start to talk about where music might fit into the world. <i>I CAN</i> understand and follow the leader or conductor. <i>I CAN</i> enjoy and have fun performing.	DISCIPLINARY KNOWLEDGE: <i>I CAN</i> explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. <i>I CAN</i> create a story, choosing and playing classroom instruments. <i>I CAN</i> talk about the difference between rehearsing a song and performing it.	DISCIPLINARY KNOWLEDGE: <i>I CAN</i> choose sounds and instruments for a specific purpose. <i>I CAN</i> begin to create own patterns using instruments. <i>I CAN</i> use percussion instruments to accompany a chant or song independently. <i>I CAN</i> add actions to a song. <i>I CAN</i> move confidently to a steady beat.	DISCIPLINARY KNOWLEDGE: <i>I CAN</i> choose sounds and instruments for a specific purpose. <i>I CAN</i> begin to create own patterns using instruments. <i>I KNOW</i> the meaning of dynamics (loud/quiet) and tempo (fast/slow) and can demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	DISCIPLINARY KNOWLEDGE: <i>I CAN</i> walk in time to the beat of a piece of music. <i>I CAN</i> talk about feelings created by the music/song. <i>I CAN</i> choose a song/songs to perform to a well-known audience. <i>I CAN</i> talk about the difference between rehearsing a song and performing it.

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Knowledge and Skills Progression Year ½ B

Finlandia Introducing Notation	Christmas Nativity	Introducing Dynamics and Tempo	Active Music Digital Introducing pulse, rhythm and pitch	No Place Like Home	Carnival of the Animals
SUBSTANTIVE KNOWLEDGE: I KNOW that sounds can be represented by pictures. I CAN describe dynamics as loud or quiet.	SUBSTANTIVE KNOWLEDGE: I KNOW that music can be used in celebrations and for religious purposes. I CAN Sing in unison and sometimes in parts, and with more pitching accuracy.	SUBSTANTIVE KNOWLEDGE: I CAN describe tempo as fast or slow and describe dynamics as loud or quiet. I CAN confidently name classroom instruments.	SUBSTANTIVE KNOWLEDGE: I KNOW the pulse is the regular heartbeat of the music. I KNOW rhythms are made from long and short sounds. I KNOW pitch describes high and low sounds.	SUBSTANTIVE KNOWLEDGE: I KNOW the role of a conductor. I KNOW that music can help tell a story.	SUBSTANTIVE KNOWLEDGE: I KNOW that music can represent stories or characters. I CAN name a composer and describe the music they created. I KNOW the terms tempo, pitch and dynamics.
DISCIPLINARY KNOWLEDGE: I CAN move confidently to a steady beat. I CAN explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. I CAN choose sounds and instruments for a specific purpose. I CAN recognise some band and orchestral instruments.	DISCIPLINARY KNOWLEDGE: I CAN start to talk about where music might fit into the world. I CAN understand and follow the leader or conductor. I CAN choose a song/songs to perform to a well-known audience. I CAN talk about what the song means and why it was chosen to share.	DISCIPLINARY KNOWLEDGE: I CAN choose sounds and instruments for a specific purpose. I CAN mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. I CAN walk in time to the beat of a piece of music. I KNOW the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	DISCIPLINARY KNOWLEDGE: I CAN follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. I CAN use percussion instruments to accompany a chant or song independently. I CAN move and dance with the music confidently. I CAN find different steady beats. I CAN explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	DISCIPLINARY KNOWLEDGE: I CAN start to talk about the style of a piece of music. I CAN start to talk about where music might fit into the world. I CAN create a story, choosing and playing classroom instruments. I CAN create and perform. I CAN use music technology, if available, to capture, change and combine sounds.	DISCIPLINARY KNOWLEDGE: I CAN choose sounds and instruments for a specific purpose. I CAN begin to create own patterns using instruments. I CAN talk about how the music makes me feel. I CAN recognise some band and orchestral instruments.

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Knowledge and Skills Progression Year 4 A

Whole Class Ensemble Teaching – Recorder	Musical Production Dragon Days	Composing with Technology	Active Singing Games
SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> find and demonstrate a steady beat and play in time with others and an accompaniment. <i>I CAN</i> identify lines and spaces on the staff to read and respond to the notes G, A and B and recognise quavers, crotchets and minims. <i>I KNOW</i> the recorder is a tuned instrument because on it I can control the pitch.	SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> find the beat or groove of the music. <i>I CAN</i> sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> identify how beats are grouped into bars on a piano roll score. <i>I KNOW</i> that pitch and duration of notes can be controlled on a score by the position of a block on a grid. <i>I KNOW</i> that the texture of music can be varied using layers of sounds.	SUBSTANTIVE KNOWLEDGE <i>I CAN</i> recognise some of the features of folk music. <i>I KNOW</i> what a main theme is and identify when it is repeated.
DISCIPLINARY KNOWLEDGE; <i>I CAN</i> develop breath control and adapt fingering to play the notes G, A and B on the recorder. <i>I CAN</i> reflect on feelings about sharing and performing. <i>I CAN</i> practise, rehearse and share a song that has been learned in the lesson, from memory or with notation.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> invent some actions to move in time with the music. <i>I CAN</i> sing expressively with attention to the meaning of the words. <i>I CAN</i> practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. <i>I CAN</i> talk about what the rehearsal and performance has taught me.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> use technology to control and change a melody and percussion. <i>I CAN</i> structure musical ideas to create music that has a beginning, middle and an end.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> sing in pitch and on time when singing in unison. <i>I CAN</i> find and demonstrate a steady beat using both body and untuned percussion. <i>I CAN</i> walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <i>I CAN</i> rehearse and enjoy the opportunity to share what has been learned in the lessons.

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Knowledge and Skills Progression Year 4 B

Whole Class Ensemble Teaching - Ukulele	Storm (Benjamin Britten)	Musical Production Pirates vs Mermaids	Dragon Song (World Music)	In the Hall of the Mountain King (Edvard Grieg)
SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> explain how the pitch can be changed and controlled on a stringed instrument. <i>I RECOGNISE</i> that music can be notated / recorded in a variety of ways. <i>I CAN</i> begin to interpret a chord chart for the chords of C, F, Am and G7. <i>I CAN</i> share my thoughts and feelings about the music, using some musical terminology.	SUBSTANTIVE KNOWLEDGE; <i>I KNOW</i> the meanings of the terms dynamics and tempo and use these in discussions. <i>I CAN</i> identify some of the instruments I can hear playing. <i>I CAN</i> recall some facts about a famous composer (Britten).	SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> find the beat or groove of the music. <i>I CAN</i> sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> identify the structure of the song. <i>I RECOGNISE</i> that songs from different countries and cultures will have similarities and differences to our own. <i>I CAN</i> identify some instruments I can hear playing and decide from which instrument family they come from.	SUBSTANTIVE KNOWLEDGE; <i>I CAN</i> recall some facts about a famous composer (Grieg). <i>I KNOW</i> that instruments are categorised into families and can name these, giving some examples. <i>I KNOW</i> the musical terms of pulse, rhythm, tempo, dynamics and pitch.
DISCIPLINARY KNOWLEDGE; <i>I CAN</i> share my thoughts and feelings about music I listen to and performances I watch. <i>I CAN</i> hold my instrument correctly and strum with my right hand on open strings. <i>I CAN</i> begin to form a basic chord with my left hand. <i>I CAN</i> practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, with some confidence.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> explore ways of representing high and low sounds, using symbols and any appropriate means of notation. <i>I CAN</i> think about why the piece of music was written and talk about the style of the music. <i>I CAN</i> apply spoken word to rhythms, understanding how to link each syllable to one musical note. <i>I CAN</i> play and perform melodies following notation, using a small range, as a whole class or in small groups. <i>I CAN</i> include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> invent some actions to move in time with the music. <i>I CAN</i> sing expressively with attention to the meaning of the words. <i>I CAN</i> practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. <i>I CAN</i> talk about what the rehearsal and performance has taught me.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> find the beat or pulse of the music and demonstrate this using body actions. <i>I CAN</i> explore improvisation within a major scale using the notes GAB. <i>I CAN</i> share my thoughts and feelings about the music in discussion. <i>I CAN</i> control the pitch on a tuned percussion instrument (glockenspiel or recorder) for the notes G, A and B.	DISCIPLINARY KNOWLEDGE; <i>I CAN</i> share my thoughts and feelings about a piece of music and identify some of the instruments. <i>I CAN</i> begin to use correct musical terminology when talking about music. <i>I CAN</i> compose an ostinato using a pitched instrument.

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Knowledge and Skills Progression Year 5/6 A

Whole Class Ensemble Teaching – Recorder	Graphic Scores Stripsody (Cathy Barbarian) Night Ferry (Anna Clyne)	A Night on The Bare Mountain (Modest Mussorgsky)	Whole Class Ensemble Teaching - Djembe
SUBSTANTIVE KNOWLEDGE <i>I KNOW</i> that standard notation is represented on a stave. <i>I CAN</i> identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. <i>I CAN</i> further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers. <i>I KNOW</i> about a person of importance (Lucie Horsch).	SUBSTANTIVE KNOWLEDGE <i>I KNOW</i> the musical terms rhythm, tempo, duration, pitch, dynamics and timbre and can begin to use these in class discussions. <i>I CAN</i> identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers.	SUBSTANTIVE KNOWLEDGE <i>I CAN</i> Identify the stave and treble clef. <i>I CAN</i> read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. <i>I RECOGNISE</i> how notes are grouped when notated.	SUBSTANTIVE KNOWLEDGE <i>I CAN</i> recognise important musical features in African music. <i>I CAN</i> identify some musical instruments that I can hear playing. <i>I KNOW</i> and understand what a musical introduction is and its purpose, including musical cues and their purpose in African drumming. <i>I CAN</i> identify call and response, a solo vocal or instrumental line and the rest of the ensemble, a change in texture.
DISCIPLINARY KNOWLEDGE <i>I CAN</i> talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. <i>I CAN</i> control fingering and breathing to change the pitch and duration of notes on the recorder. <i>I CAN</i> rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, G major or D major. <i>I CAN</i> improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. <i>I CAN</i> read and respond to semibreves, minims, crotchets and paired quavers.	DISCIPLINARY KNOWLEDGE <i>I CAN</i> explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. <i>I CAN</i> interpret a graphic score and use it to create my own composition. <i>I CAN</i> perform my composition to a larger audience and discuss and talk musically about the strengths and weaknesses of the performance.	DISCIPLINARY KNOWLEDGE <i>I CAN</i> talk about feelings created by the music and justify a personal opinion with reference to Musical Elements. <i>I CAN</i> recall by ear memorable phrases heard in the music. <i>I CAN</i> rehearse and learn to play percussion instruments using the correct techniques and appropriate rhythms. <i>I CAN</i> create an awareness of the effect of playing as part of a large ensemble.	DISCIPLINARY KNOWLEDGE <i>I CAN</i> copy back rhythmic phrases using the voice and transfer these patterns to my instruments. <i>I CAN</i> compose, rehearse and perform as part of a small group. <i>I CAN</i> use a change of dynamics and texture to give impact to my composition. <i>I CAN</i> use a thinking frame to sequence my ideas for a composition. <i>I CAN</i> include actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.

Implementation:

1. [EYFS](#)
2. [Long Term Overview](#)
3. [Personal Development](#)
4. [Knowledge and Skills Progression](#)
5. [Lesson Design](#)
6. [Inclusion](#)
7. [Impact](#)

Knowledge and Skills Progression Year 5/6 B

Whole Class Ensemble Teaching - Ukulele	Chinese Music and the Pentatonic Scale	Dr Who (Delia Derbyshire) Using Technology to Compose	Samba & Connect It (Ollie Tunmer)
SUBSTANTIVE KNOWLEDGE I CAN explain how the pitch can be changed and controlled on a stringed instrument and how the rhythm is created through a variety of strumming techniques. I RECOGNISE that music can be notated / recorded in a variety of ways. I CAN interpret a chord chart for the chords of C, F, Am, G7, G and C7. I CAN share my thoughts and feelings about the music, using some musical terminology.	SUBSTANTIVE KNOWLEDGE I KNOW what a pentatonic scale is and how it is one of the features of Chinese music. I CAN identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.	SUBSTANTIVE KNOWLEDGE I CAN explain the terms pitch, dynamics, duration, texture, timbre and structure. I KNOW about a person of significance (Delia Derbyshire) and can explain how they influenced a musical era. I CAN recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Pop, Film Music.	SUBSTANTIVE KNOWLEDGE I KNOW how to find the pulse and can improvise a rhythm in 4/4 and 3/4 metre.
DISCIPLINARY KNOWLEDGE I CAN share my thoughts and feelings about music I listen to and performances I watch and use some musical terms with confidence to support my opinions. I CAN adjust my body position whilst playing to improve the quality of the sounds I create. I CAN practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, in front of a larger audience using the chords of C, Am, F, and G7. I CAN begin to read music using a ukulele chord chart for the chords C, Am, F, G7, G and C7. I CAN hear if my ukulele needs tuning and can begin to adjust the pitch correctly using the tuning pegs.	DISCIPLINARY KNOWLEDGE I CAN plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (e.g. C, D, E, G, A), and incorporate rhythmic variety and interest. I CAN experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). I CAN explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. I CAN Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords or drone to compose music to evoke a specific atmosphere, mood or environment.	DISCIPLINARY KNOWLEDGE I CAN explain the role of a main theme in musical structure. I CAN use music technology to capture, change and combine sounds. I CAN use tracks to layer music to create a specific effect; consider how the texture must vary in order to achieve this. I CAN read and use 'bar-based midi notation' to compose and edit.	DISCIPLINARY KNOWLEDGE I CAN find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. I CAN use rhythmic variety. I CAN understand the value of choreographing any aspect of a performance. I CAN discuss and talk musically about the strengths and weaknesses of a performance.

Implementation:

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Knowledge and Skills Progression – by area

Playing Instruments				
Reception	Year 1/2	Year 3/4	Year 5/6	
• Begin to explore and create sounds by selecting instruments. • Begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments. • Begin to show an awareness of beat while playing. • To begin to name some classroom instruments. • To begin to create own patterns using instruments.	• To choose sounds and instruments for a specific purpose. • To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. • To begin to create own patterns using instruments. • To use percussion instruments to accompany a chant or song independently. • To confidently name classroom instruments.	• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, D major, F major and G major (depending on the instrument). • Develop facility in playing tuned percussion or a melodic instrument, such as a ukulele or recorder. • To rehearse and play untuned percussion instruments with growing confidence.	• Play melodies on the recorder, following staff notation written on one stave and using notes within the middle D_D'/do-do range. Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, G major or D major. • Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). • Rehearse and learn to play percussion instruments using the correct techniques and appropriate rhythms. • Create an awareness of the effect of playing as part of a large ensemble.	
Listening				
Reception	Year 1/2	Year 3/4	Year 5/6	
• Remember short songs and sounds • Begin to repeat patterns of sounds. • Begin to copy and follow a steady beat. Begin to respond physically when performing music. • Identify different sound sources. • To begin to express whether they like or dislike music - to begin to say and explain why.	• Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • Walk in time to the beat of a piece of music. • Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Find different steady beats. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, eg call and response. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments. • Start to talk about where music might fit into the world.	• Talk about the words of a song. • Think about why the song or piece of music was written. • Find and demonstrate the steady beat. • Identify 2/4, 3/4, and 4/4 metre. • Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. • Discuss the structures of songs. • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Recall by ear memorable phrases heard in the music. • Describe legato and staccato. • Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.	• Talk about feelings created by the music. • Justify a personal opinion with reference to Musical Elements. • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify a range of instruments by ear and through a range of media. • Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. • Recall by ear memorable phrases heard in the music. • Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel.	

Knowledge and Skills Progression – by area

Singing

Reception	Year 1/2	Year 3/4	Year 5/6
- To find a singing voice and begin to use their voice confidently – Sing echo songs and perform movements to a steady beat. - Explore singing fast and slow and changing speeds. - Explore how to use the voice to create loud and quiet sounds. - Explore how to make high and low sounds. - Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings.	- Sing, rap, rhyme, chant and use spoken word. - Demonstrate good singing posture. - Sing songs from memory and/or from notation. - Sing to communicate the meaning of the words. - Sing in unison and sometimes in parts, and with more pitching accuracy. - Understand and follow the leader or conductor. - Add actions to a song. - Move confidently to a steady beat. - Talk about feelings created by the music/song. - Join in sections of the song, eg chorus. - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).	- Rehearse and learn songs from memory and/or with notation. - Sing in different time signatures: 2/4, 3/4 and 4/4. - Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. - Demonstrate good singing posture. - Demonstrate vowel sounds, blended sounds and consonants. - Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. - Sing expressively, with attention to staccato and legato. - Talk about the different styles of singing used for different styles of song. - Talk about how the songs and their styles connect to the world.	- Rehearse and learn songs from memory and/or with notation. - Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. - This should include observing rhythm, phrasing, accurate pitching and appropriate style. - Continue to sing in parts where appropriate. - Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. - Sing with and without an accompaniment. - Sing syncopated melodic patterns. - Demonstrate and maintain good posture and breath control whilst singing. - Sing expressively, with attention to breathing and phrasing. - Sing expressively, with attention to dynamics and articulation. - Lead a singing rehearsal. - Talk about the different styles of singing used for the different styles of songs sung in this year. - Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

Composing

Reception	Year 1/2	Year 3/4	Year 5/6
- To begin to explore and create sounds by selecting percussion instruments. - To begin to follow and imitate simple patterns using body movements (clapping etc) percussion instruments. - To begin to show an awareness of beat while playing.	- Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Create a story, choosing and playing classroom instruments. - Create and perform - Use music technology, if available, to capture, change and combine sounds. - Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)	- Create music and/or sound effects in response to music and video stimulus. - Use simple dynamics. - Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. - Create a simple melody using crotchets, minims and perhaps paired quavers. - Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. - Use rhythmic variety. - Make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). - Compose a ternary (ABA form) piece; use available music software/apps to record it, discussing how musical contrasts are achieved.	- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major - Play melodies on tuned percussion, melodic instruments – glockenspiel or / and recorder, following staff notation written on one staff and using notes within the middle C–C'/do–do range. - Use music technology, if available, to capture, change and combine sounds. - Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). - Use chords to compose music to evoke a specific atmosphere, mood or environment. - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in the pentatonic scale. - Use chords or drone to compose music to evoke a specific atmosphere, mood or environment. - Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. - Play this melody on available tuned percussion and/or orchestral instruments.

Knowledge and Skills Progression – by area

Improvising			
Reception	Year 1/2	Year 3/4	Year 5/6
Gain confidence to clap, play instruments and sing during a singing or music game.	- Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. - Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.	- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class / group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. - Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.	- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). - Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). - Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.
Notation			
Reception	Year 1/2	Year 3/4	Year 5/6
Developing an awareness of when to stop and start using symbols and signals.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B. - Identify hand signals as notation, and recognise music notation on a stave of five lines. - Identify: - Stave - Treble clef - Time signature - Lines and spaces on the stave - Identify and understand the differences between crotchets and paired quavers. - Apply spoken word to rhythms, understanding how to link each syllable to one musical note. - Read and perform pitch notation within a range.	- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, B$\flat$, C, D, E, D, E, F$\sharp$, G, A, B, C$\sharp$ - Identify: - Stave - Treble clef - Time signature - Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. - Recognise how notes are grouped when notated. - Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.

Knowledge and Skills Progression – by area

Performing			
Reception	Year 1/2	Year 3/4	Year 5/6
- To begin to perform in front of others within a small group session. - To perform and be part of an audience.	- Enjoy and have fun performing. - Choose a song/songs to perform to a well-known audience. - Prepare a song to perform. - Communicate the meaning of the song. - Add actions to the song. - Play some simple instrumental parts. - Talk about what the song means and why it was chosen to share. - Talk about the difference between rehearsing a song and performing it.	- Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. - Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. - Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. - Perform, with confidence, a song from memory or using notation. - Communicate the meaning of the words and articulate them clearly. - Use the structure of the song to communicate its mood and meaning in the performance. - Talk about what the rehearsal and performance has taught the student. - Understand how the individual fits within the larger group ensemble. - Reflect on the performance and how well it suited the occasion. - Discuss and respond to any feedback; consider how future performances might be different.	- Perhaps perform in smaller groups, as well as the whole class. - Perform from memory or with notation, with confidence and accuracy. - Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. - Explain why the song was chosen, including its composer and the historical and cultural context of the song. - Discuss and talk musically about the strengths and weaknesses of a performance. - Collect feedback from the audience and reflect how future performances might be different. - Perform a range of songs as a choir (class) in school assemblies, school performance opportunities and to a wider audience. - Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. - Discuss how the performance might change if it was repeated in a larger/smaller performance space.

Implementation:

1. EYFS
2. Long Term Overview
3. Personal Development
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5. Lesson Design
6. Inclusion
7. Impact



Lesson Design:

The music curriculum at Colyton Primary ensures children play instruments, listen to a wide variety of music, sing, compose, improvise and perform. This is embedded in a range of classroom activities as well as weekly singing assemblies, concerts, joint school projects and workshops, the learning of instruments, and the joining of music ensembles, such as choir, recorder and ukulele. The interrelated dimensions of music are taught in classroom lessons so that the children are able to use the language of music to discuss it, understand how it is made, played, appreciated and analysed.

The children learn how to play various untuned and tuned percussion instruments throughout their time at Colyton. In addition to this they learn the recorder and ukulele in Year 3/4; having the opportunity to repeat this experience in Year 5/6 in order to further develop and master their skills on a pitched instrument. In doing so they understand the different principles of creating notes as well as how to devise and read their own musical scores and basic music notation. They also learn to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing or analysing music. World music is both an important and exciting part of the curriculum, widening the children's experience and enjoyment of music. Learning both samba and djembe drumming extends their knowledge of world music and different cultures and develops an understanding of how to collaborate to create bigger sounds; working together as a team. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Implementation:

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7. [Impact](#)

Musical inclusion is about removing barriers to ensure all children enjoy full participation in a music education which supports the development and achievement of each young person based on their individual needs and interests.

Music	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overarching theme for the year group	Develop pitch and melody	Understand pulse and rhythm	Understand pitch, dynamics and tempo	Apply knowledge of pitch, dynamics and tempo	Understand structure and texture	Understand simple notation	Read and write music
Cognition and Learning (copy and repeat)	Poor auditory skills Short term memory. Use hand actions or visual cues when singing. Show pitch rising and falling visually. Copy and repeat. Display new vocabulary including symbol.	Difficulty in finding the pulse Repeating given rhythms Move to music physically before using instruments – stamp, march, tap. Keep rhythms to 4 beats, using crotchets and quavers only – no rests. Match rhythm patterns to known phrases using theme words. Display new vocabulary including symbol.	Language barriers for new vocabulary. Display vocabulary with symbols for meaning. Compare elements of music to animals or known objects. Demonstrate meaning through movement. Display new vocabulary including symbol.	Singing in two parts – holding more than one set of information in mind. Support in selecting percussion instruments which easily demonstrate given element – e.g. glockenspiel for pitch, drum for dynamics, maraca for tempo. Display new vocabulary including symbol.	Language barrier for new vocabulary – verse, chorus, bridge, layers. Use visual cues or thinking frames to demonstrate structure. Display new vocabulary including symbol.	Semi quavers, quavers, crotchets, minims, semibreves – knowing and retaining the correct symbols. Interpretation of chord charts for ukulele. Use simplified stick notation for rhythm in place of formal symbols. Graphic scores. Letter notation with word syllables for rhythm. Photographs of hand position on fretboard / recorder finger positioning. Display new vocabulary including symbol.	Composing new rhythms / melodic phrases. Use given rhythms and limited note choices. Provide short phrases that can be used for repetition in own compositions. Limit length of expected composition. Reading music see 'Understand simple notation'. Display new vocabulary including symbol.

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Musical inclusion is about removing barriers to ensure all children enjoy full participation in a music education which supports the development and achievement of each young person based on their individual needs and interests.

[illegible]

Impact:



1. [EYFS](#)
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5. [Lesson Design](#)
6. [Inclusion](#)
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The impact of this Music curriculum will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Attainment and achievement is assessed through teacher observation (progression is monitored and evidenced through recordings where appropriate), self-assessment and peer-assessment. Children are encouraged to gain skills through rehearsal and are given plenty time to improve during lessons.

Those children with a particular interest or aptitude in music will be given the opportunity to extend their education in a variety of ways, for example, Primary Music Partnership Projects with a local secondary school, Key Stage 2 choir, recorder and ukulele clubs. The children are regularly invited to perform to a variety of audiences, joint school concerts twice yearly, performances within the local community in the church and at care homes. Children will therefore be expected to leave Colyton Primary reaching at least age expected expectations for Music. Our Music curriculum will hopefully foster a love and increasing enthusiasm for the subject amongst our children, and a potential for life-long musical study.