

2025-26

Music Policy

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Purpose

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

Rationale

Our school offers a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at our school and prepares pupils for the opportunities, responsibilities and experiences of life.

The national curriculum provides an outline of core knowledge around which we develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The national curriculum is just one element in the education of every child. There is time and space in our school day and in each week, term and year to range beyond the national curriculum specifications. Our curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

MUSIC Subject Leader: Emily Molson

MUSIC at Airedale Junior School will develop our children into confident creative designers, who are able to participate ably and knowledgeably in an ever-changing technological society. We aim to provide a high-quality **MUSIC** education, which will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own products with clear function and design.

The primary objectives of teaching MUSIC at Airedale Infants and Junior School are to:

- To provide opportunities across the curriculum for children to develop their listening skills
- To teach about a variety of tuned and non-tuned musical instruments including their voice.
- To develop an awareness of how to use these instruments effectively by changing rhythm, pitch or dynamics.
- To enable pupils to respond to and evaluate live and recorded music, including their own and others' compositions and performances.
- To provide an opportunity for all children at all levels to perform alone and with others, using a range of instruments and their voice, developing an awareness of audiences, venue and occasion.

Our Curriculum Drivers

Our curriculum drivers underpin all teaching and learning. They are the key values of the school and are taught, revisited and reinforced throughout all elements of the school day.

Ambition	Aspirations	We will support pupils in identifying and setting goals and aims so that they are always trying to achieve their full potential and be the very best that they can be; and once these goals are achieved, we will strive for more!
	Resilience	We will provide learning opportunities that present challenges and chances to work on problem solving so that pupils develop the skills and capacity to recover quickly from difficulties, refocus on success and manage themselves to the next success point.
	Creativity	We will celebrate inventiveness, offering learning opportunities to teach, encourage and develop pupils' imagination, ingenuity and innovation so that original ideas are explored and built upon and learning between subjects is used to best effect.
Bravery	Courage	We will inspire pupils to engage with their learning even when they are concerned about their likely success; encouraging pupils to be of strong character and to 'have-a-go' at tasks, learning and opportunities.
	Determination	We will facilitate opportunities for pupils to work independently and with others, supporting them in developing the skills and attitudes needed to persevere and show fortitude in the face of adversity so that they can attain their goals and aims.
	Curiosity	We will nurture natural curiosity; encouraging our pupils to imagine, enquire, question and investigate so they think critically and solve problems, becoming increasingly enterprising.
Respect	Tolerance	We will ensure that pupils develop the ability to rationally consider different opinions and views and are willing to explore cultures rich in diversity; they see differences as opportunity to learn and understand about the lives and cultures of others.
	Communication	We will teach and develop the skills necessary to communicate thoughts, ideas and feelings across a range of contexts whilst listening and considering the opinions and views of others. This will in turn equip pupils with rich vocabulary and language skills.
	Courtesy	We will promote a culture where all pupils treat one another with kindness and consideration. We will teach pupils to show politeness in their attitude and behaviour towards others; good manners will be promoted and expected.

Our curriculum is a knowledge and skills-based curriculum, including full coverage of the National Curriculum which meets the needs of all Airedale Infants and Junior pupils. This takes into consideration the school setting, local, national and international developments. Our pupils are offered a very wide range of experiences within the curriculum to extend their understanding of themselves and the world in which they live. The children develop skills, attitudes, and values to enable them to become lifelong learners and equip them for the future. The ability to learn is underpinned by the teaching of basic skills, concepts, and values. There should be no limits to curiosity, and we instil a thirst for new experiences and knowledge.

We actively promote British Values and Social, Moral, Spiritual and Cultural differences. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

The Curriculum has been organised into topics which are a vehicle to promote our school values and curriculum drivers, and allow for the development of skills and understanding within and across the subjects. Our curriculum topics allow the teaching of threshold concepts that are the fundamental 'learning elements'. These concepts are built upon and developed within the year, across the year and over the course of the school experience.

Adaptive teaching (aka agile teaching) recognises: individual needs; the need for varied and additional resources; when, where and how additional support can be facilitated; and how children learn best. Teachers must plan lessons so that all pupils can study every national curriculum subject and experience success against age-appropriate expectations and/or their own bespoke personal targets.

MUSIC permeates throughout our curriculum and links closely to our school drivers Our Trust values of Ambition, Bravery and Respect underpin our school ethos. **MUSIC** opens up the children's mind to a range of possibilities, showing children how they can take risks, investigate and explore the world around them whilst aspiring to be their very best. Through studying specifically chosen significant people in **MUSIC**, we provide our children with the understanding of being ambitious and where this can lead to. Much of **MUSIC** is linked to practical activities, where we encourage our children to be brave, making independent choices linked to working creatively and being investigative.

Oracy and communication are fundamental skills that we believe equip our children to be life-long learners. This is promoted in **MUSIC** through the use of a variety of technical vocabulary, investigation and use of carefully planned speaking and listening activities in order to develop enquiry and promote inquisitive conversations. The vocabulary in **MUSIC** is very much dependent on prior knowledge of science, maths and other curriculum concepts so we have specifically chosen progressive vocabulary which we expect children to know, understand and apply in context.

Being independent and fostering a love for learning is crucial in our school. This is promoted in **MUSIC** regularly through the use of enquiry-based lesson where we encourage children to have enquiring minds. Through studying a range of inspiring individuals and businesses, who have had an impact on our world today, children are taught to challenge past stereotypes connected to gender, wealth, disability, and cultural background. This increases the children's cultural capital and gives them a deeper understanding of the diverse world we live in and how **MUSIC** plays a part in this.

When children are in **MUSIC** lessons, they are explicitly told that they are going to be 'musicians'. They are then reminded of the key skills that they will learn, use and develop within this subject, specifically linking to their prior learning. The knowledge content is carefully selected and skilfully taught alongside the key skills and **MUSIC** concepts, which are threaded throughout the **MUSIC** curriculum. This allows children ample opportunities to revisit, reinforce and embed learning.

Roles and Responsibilities

The **Academy Council** will ensure that:

- the policy is effective and hold the headteacher to account for its implementation.
- robust framework is in place for setting curriculum priorities and aspirational targets
- the school is teaching a "broad and balanced curriculum"
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- teaching, learning and assessment of the curriculum is good, or better, allowing all pupils to make good progress and enjoy success and achievement.
- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the subject leaders, SLT and academy council.
- the school's procedures for assessment meet all legal requirements, are robust and have good impact on the progress pupils make.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can.

The **Senior Leadership Team/Curriculum Leaders** are responsible for ensuring that:

- there is a comprehensive overview of whole school topics and how, when and why key skills and knowledge will be taught through these topics.

- there is clear progression of skills within a year and across years and phases and that knowledge is built upon and embedded and contextualised.
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within a subject and across subjects.
- threshold concepts are identified and recognised by staff as essential components to learning; assessment is linked to these concepts as a manner of assessing the progress and achievement of pupils.
- there is collaboration across school, across the Trust and externally so as to develop and embed staff expertise.
- subject leaders carry out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision.
- the Headteacher and academy council are informed on the quality of teaching, learning and assessment within the curriculum and the progress and attainment achieved by all pupils.
- the school curriculum is implemented in accordance with this policy.

Subject Leaders are responsible for ensuring that:

- there is clear progression of skills in their subject, within a year and across years and phases and that knowledge is built upon and embedded and contextualised.
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within their subject and across themes and topics.
- they carry out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision.
- any staff CPD and training needs identified are met and professional development is supported so that teachers are confident and competent teaching the subject.
- there is a high-quality learning environment, rich in books and literature, that supports learners in the subject.
- the school curriculum is implemented in accordance with this policy.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can.

Class teachers are responsible for ensuring that:

- lessons and learning are relevant and engaging and are underpinned by the school's curriculum drivers.
- adaptive teaching allows all pupils to access the learning provided.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can.

- there is clear progression of skills within and across the year and that knowledge is built upon and embedded and contextualised.
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within and across themes and topics.
- they work with subject and phase leaders in order to monitor, track and analyse the quality of learning.
- they identify any personal CPD and training and seek professional development so that they are confident and competent teaching the curriculum
- there is a high-quality learning environment, rich in books and literature, that supports learners in the subject.
- the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers and supporting adults will have high expectations for every pupil. They should plan, deliver and assess learning for *all* pupils including those whose attainment is significantly above the expected standard and for pupils who have low levels of prior attainment, are making slower progress or have an identified special educational need. Teachers should use the appropriate and relevant assessment to set targets which are deliberately ambitious and then support and scaffold learners so that they are able to achieve these targets successfully; we refer to this as adaptive teaching.

A wide range of pupils have special educational needs, some of whom also have disabilities. Learning should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs. Teachers are responsible for using SEND information to make necessary adjustments for individual pupils in individual learning sessions.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation and gender reassignment.

Language, Literacy and Vocabulary

All staff will support the development of pupils' spoken language, reading, writing and vocabulary through the curriculum and as an integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Pupils will be taught to speak clearly and convey ideas confidently using Standard English. They will be supported to learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be supported to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable pupils to clarify their thinking as well as organise their ideas for writing.

All staff will support the development of pupils' reading and writing through curriculum subjects. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Our school will do everything it can and exploit all opportunities to promote wider reading.

Pupils will be supported to develop the stamina and skills to write at length, with accurate spelling and punctuation; and taught the correct use of grammar.

All staff will support the acquisition and development of vocabulary; actively building systematically on pupils' current knowledge. We will increase pupils' store of words and provide opportunities to make links between known and new vocabulary and discuss the shades of meaning in similar words. Staff will induct pupils into the language which defines each subject, such as accurate mathematical and scientific language.

Airedale Infants and Airedale Junior Schools

<p><u>As musicians, we will...</u> (creativity, curiosity, resilience, communication)</p>	<p><i>Listen to and talk about a wide range of musical genres</i> <i>Perform with confidence</i> <i>Explore ways to create and improve our own music</i></p>	
<p>ELG</p>	<p>National Curriculum</p>	
<p>EYFS</p>	<p>Key Stage 1</p>	<p>Key Stage 2</p>
<p>Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>The national curriculum for music aims to ensure that all pupils can:</p> <ul style="list-style-type: none"> 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. 	
<p>Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments

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		<p>with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
Cross Curricular Links		
EYFS - ELG	Key Stage 1	Key Stage 2
Being Imaginative and Expressive	History SMSC	History SMSC

Curriculum Learning Aims Autumn Term								
Solve real life and relevant problems *** Be innovative, creative and enterprising *** Use iterative processes								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Learning Aims	<p>Me! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p>Our World Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Listening Skills</p> <ul style="list-style-type: none"> To Identify high and low sounds, loud and soft, fast and slow in music. To recognize repeated patterns or sections in a piece of music. To talk about how music makes them feel and describe what they hear. <p>Performing Skills Playing</p>		<p>Glockenspiel Stage 1 - To learn how to play a pitched instrument</p> <p>Performing To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned</p>	<p>Mamma Mia -The Music of ABBA</p> <p>Listening To confidently identify and move to the pulse. Clap and say back rhythms. Listen and sing back a melody by ear.</p>	<p>Living on a Prayer - Rock Music</p> <p>Listening To identify and move to the pulse with ease. Listen carefully and respectfully to other people's</p>	<p>Happy - Music to express feelings - Pop, Neo Soul</p> <p>Listening To identify and move to the pulse with ease. Listen carefully and respectfully to other people's</p>

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	<p>Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.</p>		<ul style="list-style-type: none"> · To hold and play percussion instruments correctly. · To play simple patterns or rhythms on tuned instruments (e.g., xylophone). · To keep a steady beat when playing with others. <p>Singing</p> <ul style="list-style-type: none"> · To sing simple songs from memory with clear pitch and rhythm. · To perform chants and rhymes with confidence and expression. · To change volume, speed, and tone to show creativity when singing or speaking. <p>Creative Skills</p> <ul style="list-style-type: none"> · To explore different ways to make sounds using voice, body, and instruments. · To create short musical patterns or sequences using different sounds. · To combine sounds to make simple compositions that show changes in pitch, dynamics, and tempo. 	<p>instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>Appraising</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Performing</p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.</p> <p>Appraising</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To record the performance and say how they were feeling, what they</p>	<p>thoughts about the music. Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns.</p> <p>Performing</p> <p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To rehearse and perform their part within the context of the Unit song. To communicate the meaning of the words and clearly articulate them.</p> <p>Appraising</p>	<p>thoughts about the music. Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns.</p> <p>Performing</p> <p>To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p>
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MUSIC

					<p>were pleased with what they would change and why.</p>	<p>To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>	<p>To communicate the meaning of the words and clearly articulate them. Appraising To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>
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Airedale Infants and Junior Schools

MUSIC

Core Knowledge	Listening to music can be enjoyable. Dancing can be a result of listening to music. To know that we can move with the pulse of the music. To sing or rap nursery rhymes and simple songs from memory.	A tune I am singing is called a melody.	A song can express feelings (happy or sad)	Music is written on a staff. A staff is broken down into bars. A time signature indicates the number of beats in a bar.	Lyrics that are repeated in a song are called a chorus. Singers need to warm up their voices before singing.	A riff is a short repeated musical phrase played on a lead instrument. (The electric guitar in rock music). Singers need to warm up their voice to improve the quality of their singing.	A repeated memorable musical phrase is called a hook. Singers need to warm up their voice to improve the quality of their singing.
Threshold Concept(s)	Singing and moving can help someone express what they think or feel.	A melody is the part of the music that you can sing or hum along to.	Music communicates emotions and ideas.	Music is organised into a system.	Sometimes songs have repeated lyrics that express the main theme of the song.	Musicians use repeating ideas, so their music sounds great and is fun to listen to.	Musical pieces often use repetition and memorable motifs to engage the listener and create structure.
Assessment Criteria							

Curriculum Learning Aims Spring Term

Solve real life and relevant problems *** Be innovative, creative and enterprising *** Use iterative processes

Spring Learning Aims	My Stories I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Big Bear Funk Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a	Listening Skills · To Identify high and low sounds, loud and soft, fast and slow in music. · To recognize repeated patterns or sections in a piece of music. · To talk about how music makes them feel and describe what they hear. Performing Skills Playing · To hold and play percussion instruments correctly. · To play simple patterns or rhythms on tuned instruments (e.g., xylophone).	Three Little Birds - Reggae Music Listening To confidently identify and move to the pulse. Listen and sing back Using instruments, listen and play your own answer using one note. Performing	Glockenspiel Stage 2 - To learn how to play a pitched instrument Performing To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or the melody of the song from memory or using notation.	Make You Feel My Love - Love Ballads Listening To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Copy back rhythms based on the words of the main song, that include	Classroom Jazz 1 - To play a pitched instrument in a Blues style Performing Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the
	Find the pulse as one of the characters from the song.						

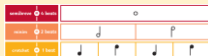

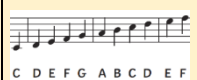
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	<p>Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs.</p>	<p>combination of any of the three notes C, D and E.</p>	<ul style="list-style-type: none"> · To keep a steady beat when playing with others. <p>Singing</p> <ul style="list-style-type: none"> · To sing simple songs from memory with clear pitch and rhythm. · To perform chants and rhymes with confidence and expression. · To change volume, speed, and tone to show creativity when singing or speaking. <p>Creative Skills</p> <ul style="list-style-type: none"> · To explore different ways to make sounds using voice, body, and instruments. · To create short musical patterns or sequences using different sounds. · To combine sounds to make simple compositions that show changes in pitch, dynamics, and tempo. 	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To communicate the meaning of the words and clearly articulate them.</p> <p>Appraising</p> <p>To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>Composing</p> <p>Help create at least one simple melody using one, three or all five different notes. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Appraising</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns.</p> <p>Performing</p> <p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To rehearse and perform their part within the context of the Unit song. To communicate the meaning of the words and clearly articulate them.</p> <p>Composing</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically</p>	<p>differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p> <p>Composing</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p>Appraising</p> <p>To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" To compare two songs in the same style, talking about what stands out</p>
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						<p>with the style of the Unit song. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Appraising To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>musically in each of them, their similarities and differences. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p>
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						<p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	
Core Knowledge	<p>Musical instruments can be played to make different sounds.</p> <p>A performance is sharing music.</p>	<p>Instruments are made of different materials and produce different sounds.</p>	<p>A crotchet is 1 beat.</p> <p>A minim is 2 beats.</p> <p>A semibreve is 4 beats.</p> 	<p>The words in a song are called lyrics.</p> <p>Singers need to warm up their voices before singing.</p>	<p>A quaver is $\frac{1}{2}$ a crotchet beat.</p> <p>2 quavers = 1 crotchet.</p> <p>A semiquaver is $\frac{1}{4}$ of a crotchet beat.</p> <p>4 semi quavers = 1 crotchet.</p> 	<p>The texture of a piece of music changes when more or less voices or musical instruments are added or taken away.</p>	<p>To know staff notation from middle C to top F.</p> 
Threshold Concept(s)	<p>Musical instruments can be used to express ideas and imagination.</p>	<p>Not all instruments make the same sound.</p>	<p>Rhythms are made up of long and short notes.</p>	<p>Pieces of music can include words and instrumental melodies.</p>	<p>Pieces of music are made up of notes of different lengths to create a rhythm.</p>	<p>Music is not always made up of the same number of singers or musical instruments.</p>	<p>All musical notation is an instruction for the musician.</p>
Assessment Criteria							

Curriculum Learning Aims Summer Term

Solve real life and relevant problems *** Be innovative, creative and enterprising *** Use iterative processes



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<p>Summer Learning Aims</p>	<p>Everyone</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs.</p>	<p>Reflect, Rewind & Replay</p> <p>Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Find the pulse. Invent ways to find the pulse. Find a funky pulse. Keep the beat of the song with a pitched note. Copy-clap some rhythms of phrases from the songs. Copy-clap the rhythm of names. Copy-clap 3 or 4 word phrases from the song. Explore high pitch and low pitch in the context of the songs. Explore high sounds and low sounds using voices and glockenspiels.</p>	<p>Listening Skills</p> <ul style="list-style-type: none"> · To Identify high and low sounds, loud and soft, fast and slow in music. · To recognize repeated patterns or sections in a piece of music. · To talk about how music makes them feel and describe what they hear. <p>Performing Skills</p> <p>Playing</p> <ul style="list-style-type: none"> · To hold and play percussion instruments correctly. · To play simple patterns or rhythms on tuned instruments (e.g., xylophone). · To keep a steady beat when playing with others. <p>Singing</p> <ul style="list-style-type: none"> · To sing simple songs from memory with clear pitch and rhythm. · To perform chants and rhymes with confidence and expression. · To change volume, speed, and tone to show creativity when singing or speaking. <p>Creative Skills</p> <ul style="list-style-type: none"> · To explore different ways to make sounds using voice, body, and instruments. · To create short musical patterns or sequences using different sounds. · To combine sounds to make simple compositions that show changes in pitch, dynamics, and tempo. 	<p>The Dragon Song - Music from other cultures</p> <p>Listening</p> <p>To confidently identify and move to the pulse. Listen and sing back Using instruments, listen and play your own answer using one note.</p> <p>Performing</p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. To communicate the meaning of the words and clearly articulate them.</p> <p>Composing</p> <p>Help create at least one simple melody using one, three or five different notes.</p>	<p>Stop! - Rap music</p> <p>Listening</p> <p>To confidently identify and move to the pulse. Clap and say back rhythms. Listen and sing back a melody by ear.</p> <p>Performing</p> <p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.</p> <p>Composing</p> <p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p>	<p>Classroom Jazz 1 - To play a pitched instrument in a Jazz style</p> <p>Performing</p> <p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>Appraising</p> <p>To record the performance and compare it to a previous performance. To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Music and Me - Inspirational Women in the Music Industry and Electronic Music</p> <p>Listening</p> <p>To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns.</p> <p>Composing</p> <p>Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Record the composition in any</p>
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		<p>Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E.</p>		<p>Plan and create a section of music that can be performed within the context of the unit song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Appraising To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the performance and</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Appraising To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>		<p>way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Appraising Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>
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				say how they were feeling, what they were pleased with what they would change and why.			
Core Knowledge	Songs have sections.	The pulse is regular like a heartbeat.	Dynamics are how loud or quiet a piece of music is played or sung.	The speed of the music is called the tempo.	The pitch of a sound is how high or low the sounds is.	To know that music can get louder and quieter.  To know the rest symbols for a crotchet, minim and a semibreve. 	Timbre is used to describe the quality of the sound heard in a piece of music.
Threshold Concept(s)	Imagination is where all your great ideas and creativity come from	Pieces of music usually have a pulse.	Pieces of music are not always sung or played at the same volume.	Songs and pieces of music are not always sung or played at the same speed.	Songs and pieces of music are made up of high and low sounds.	There can be periods of noise and quiet within a piece of music.	The quality of sound in a piece of music changes depending on the instruments playing or the types of voices singing.
Assessment Criteria							

Vocabulary

Key Vocabulary								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	nursery rhyme, sing	imagination, listen	melody, high, low	major, minor, feeling	beat, time signature, bar, stave	unison, pitch, chorus, lyrics	rock, riff, texture, back beat, guitar	rhythm, hook, a cappella, solo, backing vocalist
Spring	musical instrument, play	glockenspiel, performance	drum, claves, triangle	semibreve, minim, crotchet	reggae, tempo, lyrics, verse	crotchet quaver, semiquaver, rhythm	ballad, chorus, texture,	pitch, jazz, notation, compose, rondo form

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							accompaniment, choir	
Summer	create, note	imagination, invent	pulse, fast, slow	dynamics, piano, forte	structure, compose, texture, binary form	rapping, compose, lyrics, ternary form	crescendo, diminuendo, improvise, swing, Bossa Nova	timbre, DJing, electronic and acoustic music, producer

Instrument Recognition

Instrument Recognition								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of the year			drum, claves, triangle	tambours, glockenspiel, boomwhakers	glockenspiel, drums, electric guitar, vocals	keyboard instruments, male and female vocals, glockenspiel, synthesisers	bass guitar, piano, stringed instruments, solo and backing singers	body percussion (clapping), saxophone, brass instruments

Monitoring and Review

Monitoring and review of the quality of the curriculum, takes place on a regular basis in accordance with the school monitoring cycle, the School Development Plan and the Curriculum Action Plan. The information gathered from monitoring and review will be analysed and evaluated to allow the school to judge the quality of the curriculum provision and how we can further improve or embed it.

Subject Leaders will triangulate a range of evidence to make a judgement on the quality of teaching and learning and when professional development and support is offered. Evidence may be in the form of: lesson observations, pupil interview, book look/work study, pupil progress meetings, learning walk, learning environment check/audit, staff interview/conversations.

This information is fed to Curriculum Leaders who form part of the Senior Leadership team who quality assure the judgements and monitoring information from Subject Leaders.

Pupils achievement is considered termly and at the end of the academic year.

<p><u>As musicians, we will...</u> (creativity, curiosity, resilience, communication)</p>	<p><i>Listen to and talk about a wide range of musical genres</i> <i>Perform with confidence</i> <i>Explore ways to create and improve our own music</i></p>	
Children will know and be able to:		
EYFS - ELG	Key Stage 1	Key Stage 2
<p>Design</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music.</p>

Airedale Infants and Junior Schools
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Assessment

Pupils' successes and achievements will be assessed and evaluated twice a year so that an accurate judgement can be made, at that point, as to areas of strength or for further input.

	Working below the expected level	Working at the expected level	Working above the expected level
Feb			
July			