



Art Curriculum Intent: *“Music is the universal language of mankind” – Henry Wadsworth Longfellow*

At Barley Croft we aim make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences, which aims to build up the confidence of all children. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. We will encourage children to build new skills and knowledge in a progressive and systematic way which allows children to link their learning. Also, we teach the children how to work with others to compose music innovatively and perform for an audience. It is important to develop children’s mental health and wellbeing through raising self-esteem and valuing their contributions, which can be done through music. We will use music to help teach children to celebrate their own and others’ cultural similarities and differences.

Implementation: At Barley Croft we are teaching music using the Leicestershire Music Hub scheme, covering 6 units across the music curriculum.

Initially KS1 are all teaching the year 1 programme, then will teach a 2-year rolling programme. LKS2 starting with year 2 then moving into the year 3 and 4 on a 2-year rolling programme. UKS2 are all teaching year 4 this year then moving into year 5 and 6 as a 2-year rolling programme. (Adapting where necessary).

Singing assembly is used to teach singing, enjoyment of music and performing as part of a large singing group. There will also be a choir for the children to access as an extra-curricular activity.

Music tuition will begin for the current year 4’s and will be whole class learning an instrument.

Impact: *When children leave Barley Croft they will have:*

1. Listened to at least 3 pieces of famous classical music and be able to name the composers
2. Experienced music in different environments (e.g., classroom to aid learning, PE for exercise, playground for fun)
3. Be able to name some of the instruments, brass, wind
4. Expressed a preference to a style of music and why.
5. Learnt an instrument for joy
6. Sung as part of a small group
7. Had a go at “writing/composing” music
8. Performed to an audience
9. Hear and experienced music from diverse cultures and styles.
10. Played several different musical instruments.

Music Progression & Skills Map	EYFS F1	EYFS F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SKILLS:	Expressive Arts ELG: Sing simple songs from memory;		To develop a love of listening to	To develop a love of listening to	To become confident at	To become confident at	To have a deep love of listening	To have a deep love of listening

LMS Scheme of Work: Units 1 -6 <u>OVERVIEW</u>	recognise repeated sounds and sound patterns and match movements to music	and creating music from different genres and be competent in the objectives of units 1-6	and creating music from different genres and be competent in the objectives of units 1-6	recognising music from different genres, styles and cultures. To recognise some musical symbols and notation. To be competent in the objectives of units 1-6	recognising music from different genres, styles and cultures. To recognise some musical symbols and notation. To be competent in the objectives of units 1-6	to and creating musical patterns from different genres, styles and traditions. To perform, sing and play confidently and to be competent in the objectives of units 1-6	to and creating musical patterns from different genres, styles and traditions. To perform, sing and play confidently and to be competent in the objectives of units 1-6
PULSE	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping) I can imitate movements in response to music. I can explore, respond and identify long and short sounds.	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments) I can follow and create simple musical directions for faster, slower, stopping and starting. I can create, explore, respond and identify long and short sounds.	I can sing / play with good sense of pulse. I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing. I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc. I can respond to visual and aural cues.	I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain a part in a piece / rhythm game consisting of two or more parts. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. I can follow and lead	I can sing and play confidently and fluently, maintaining an appropriate pulse. I can follow and lead simple performance directions. (eg call and response patterns) I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) I can offer comments about own and others' work and ways to improve, using	I can maintain a strong sense of pulse throughout pieces with and without syncopation I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. I can maintain an independent part in a group when singing or playing. I can offer comments about own and others' work and ways to improve, using	I can maintain a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can share opinions about own and others' music and be willing to justify these using musical vocabulary. I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and

				simple performance directions, demonstrating my understanding of pulse.	appropriate musical vocabulary. I can accept feedback and suggestions from others.	appropriate musical vocabulary; accept feedback and suggestions from others.	times, responding appropriately to the context.
Voice	I can sing songs, which contain a small range of notes (2 or 3 notes for example). I can take turns when singing and be a good listener. I can perform actions to accompany songs. (Move like a snake etc)	I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. I can follow performance instructions including starting and stopping with accuracy. I can recognise and represent higher and lower sounds using graphic notation.	I can sing, with accuracy, within a range of notes. I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo) I can recognise and demonstrate the link between pitch and shape using graphic notation.	I can sing fluently. I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) I can hear a melody and create a graphic score represent it.	I can sing with an awareness of my breathing and pronunciation. I can sing fluently with confidence. I can use standard or graphic notation to create a melody.	I can sing and maintain an independent part. I can experiment and perform sounds made by my voice. I can follow and perform a vocal piece using a graphic / notated score.	I can maintain a part in a performance with my voice. I can experiment with and refine sounds with my voice. I can create and perform a vocal piece by following a graphic / notated score.

Rhythm	I can explore rhythm through play	I can begin to play rhythmic patterns found in speech	I am beginning to recognise rhythmic patterns found in speech	I can listen and copy rhythmic patterns found in speech	I can create simple rhythmic patterns	I can use a variety of timbres and techniques when creating and playing music	I can use a variety of musical devices, timbres, textures, techniques when creating and playing music
	I can create rhythms and suggest symbols to represent rhythms	I can confidently copy rhythms	I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing.	I can listen and play rhythmic patterns confidently and still maintain the pulse.	I can maintain an independent part when playing an instrument in a small group	I can confidently maintain an independent part when playing an instrument in a small group	I can confidently maintain an independent part when playing an instrument.
	I can keep a steady pulse with accuracy while playing	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing	I can perform with a good sense of pulse and rhythm.	I understand the difference between pulse and rhythm through [playing an instrument	I can confidently and fluently maintain an appropriate pulse.		
	I can recognise and control changes in tempo	I can use graphic notation to record rhythms.	I can use graphic notation to record rhythm	I can create graphic notation to represent rhythm	I can aurally identify, recognise, respond to and use musically basic symbols.	I can respond to and use musically basic symbols including Western notation.	I can follow and interpret notation while playing short passages of music.
	I can listen to ideas from others and take turns.	I can listen to ideas and use them to help improve my work.	I can offer comments about others' work and accept suggestions from others	I can offer comments about my own and others' work and accept suggestions from others	I can offer comments about my own and others' work and ways to improve, and I can accept feedback and suggestions from others	I can critique my own and others' work and justify the comments	I can critique my own and others' work offering specific comments and justifying these.
Pitch	I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can sing in tune and perform songs, which contain a small range of	I can listen with increased concentration,	I can sing fluently.	I can sing within an appropriate vocal range with clear diction, mostly	I can begin to demonstrate increasing	I can demonstrate increasing confidence, expression, skill and

	I can sing broadly in tune with a limited pitch range I can create music, and suggest symbols to represent sounds I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	notes (3 - 5 notes for example), with growing confidence.	responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound based and other creative responses.		accurate tuning, control of breathing and appropriate tone.	confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	level of musicality through taking different roles in performance and rehearsal
		I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can begin to create simple rhythmic patterns, melodies, and accompaniments	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range.	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can create music which demonstrates understanding of structure and discuss the choices made
		I can use graphic notation to record rhythms	I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range	I can create simple rhythmic patterns, melodies, and accompaniments	I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.	I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music
		I can listen to ideas from others and use them to	I can begin to recognise and musically demonstrate	I can offer comments about my own and others' work and accept suggestions	I can listen and evaluate a range of live and recorded music from	I can listen and evaluate a range of live and recorded music from	I can listen and evaluate a range of live and recorded music from

		help improve my work	awareness of a link between shape and pitch using graphic notation.	from others	different traditions, genres, styles, and times, responding appropriately to the contact. I can share opinions about own and others' music and be willing to justify these.	different traditions, genres, styles, and times, responding appropriately to the contact. I can critique own and others' work, offering specific comments and justifying these.	different traditions, genres, styles, and times, responding appropriately to the contact. I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary
Music Technology	To explore and change sounds and music through play and technology. To comment and respond to recordings of own voice, other classroom sounds. To create music and suggest symbols to represent the sounds. To begin to demonstrate an understanding of musical structure	To use technology to create and change sounds To demonstrate an understanding of Musical structure To comment and respond to recordings of own and other's compositions.	To experiment changing and combining sounds, through technology. To comment and respond to a variety of live and recorded music, making statements and observations about musical structure. To demonstrate a deeper understanding of musical structure, through discussing musical structure.	To use technology to create, change and combine sounds. To recognise and use basic musical structure To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.	To use voice, sounds, technology and instruments in creative ways To recognise, respond and use basic musical structure. To comment about own and other's music, with a focus on the structure used.	To use voice, sounds, technology and instruments in creative ways. To use and identify key features of basic musical structure. To comment on and evaluate the features of own and other's music, with a focus on the structure used.	To use a variety of musical devices when making music to include timbres, textures, techniques etc. To create music which demonstrates an understanding of structure and discuss the choices made To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical. To share opinions about own and others music and be

							willing to justify these, using technical vocabulary
20th Century music	To comment and respond to recorded music from different traditions, genres, styles, and times.	To listen to recorded music, and use one element, from different traditions, genres, styles, and times.	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To listen to and use features of recorded music from different traditions, genres, styles, and times. To demonstrate quality of key musical skills and elements	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times To critique own and other's work offering specific comments and justifying these	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques. To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times. To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times
20th Century genres of music to study	Country Music, Big Band, Michael Jackson	Folk music, Experimental, Disco	Film music	House, Rock & Roll/Blues, Reggae	Musicals, Minimalism (Steve Reich/Kraftwerk), Rap (Jay-Z, Beyonce)	Jazz, Expressionism, Film music (Jurassic Park)	Hip Hop, Minimalism (Philip Glass), War-time music