

2024/2025

# A Guide to Music at Carlinghow Academy



This document outlines the expectations of how we teach and monitor Music at Carlinghow Academy: progression across year groups and consistency across school. It should be read in conjunction with the Music section under learning on the website.

**MUSIC**  
**EXPRESS**

### Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate, a bespoke and highly personalised curriculum offer is made to individual pupils.

Our subject-specific approach is designed so that subject specific skills are taught within an exciting enquiry question or 'big question' each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each 'big question' to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of Music, and will be able to comprehend and utilise tier 2 and tier 3 vocabulary by the end of Year 6, ensuring all children have the opportunity to perform. Our curriculum is led by music express, which guides our knowledge around the subject.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the PSHCE curriculum. They will know and remember key learning of PSHCE from their primary years.

### Implementation

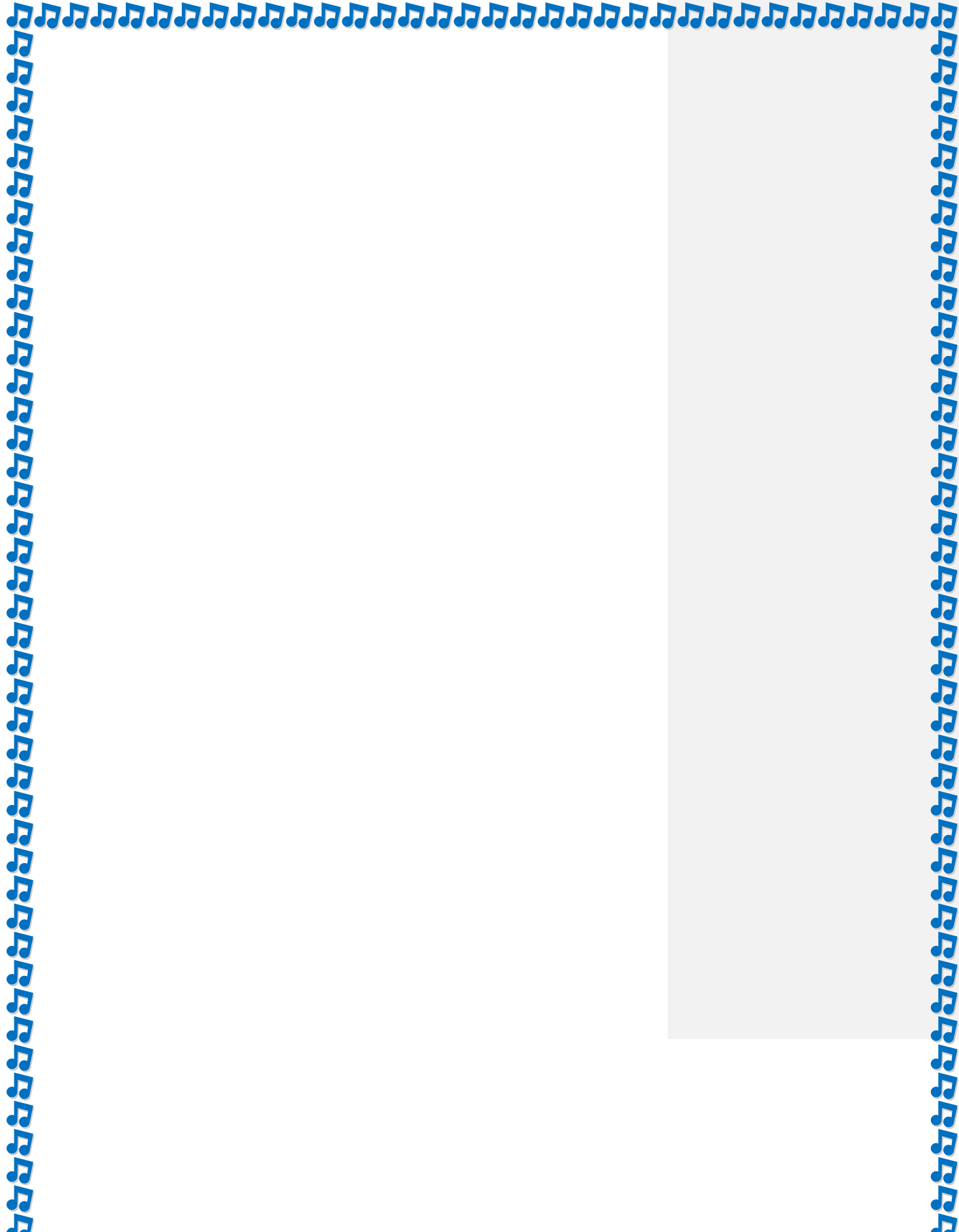
The curriculum is based on good quality resources and an understanding of foundational knowledge that can be built throughout school. Musical instruments can be found at the back of the PE cupboard and should be used fluidly throughout the year.

This Music guide explains how the Music curriculum is implemented at Carlinghow Academy.

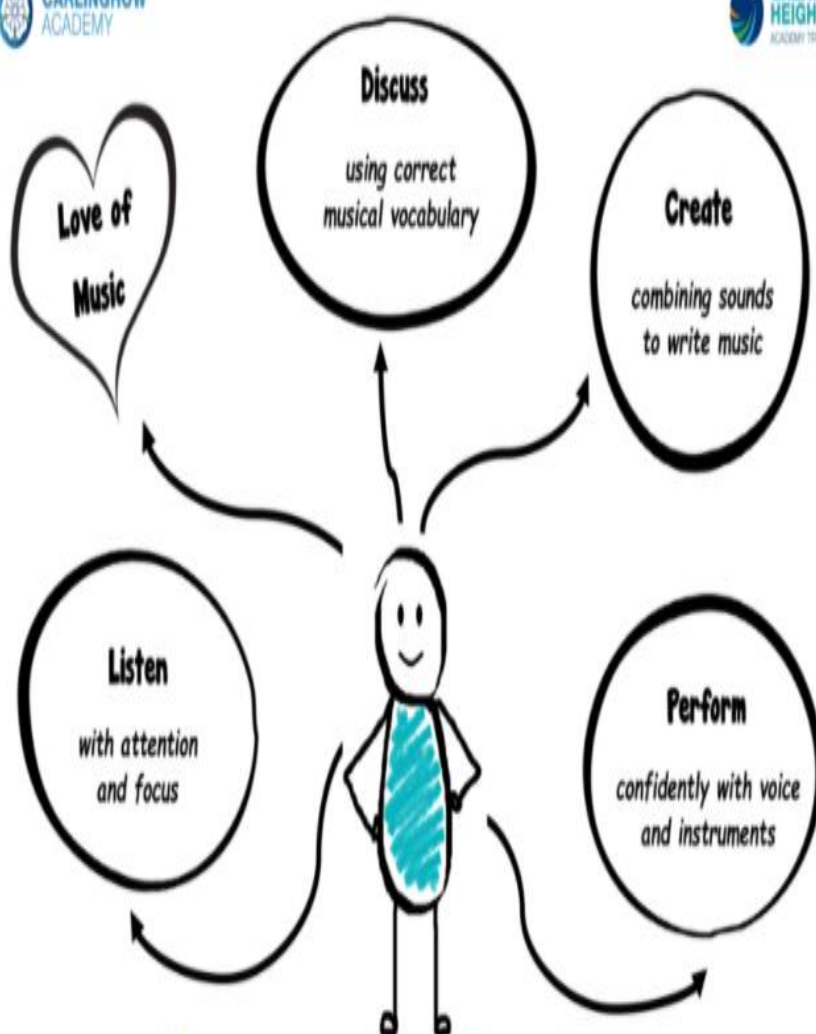
The school has adapted the curriculum to help reflect and represent the diversity of our pupils to ensure all children have the opportunity to learn. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

### Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers, ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded through flashbacks and performance opportunities, so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

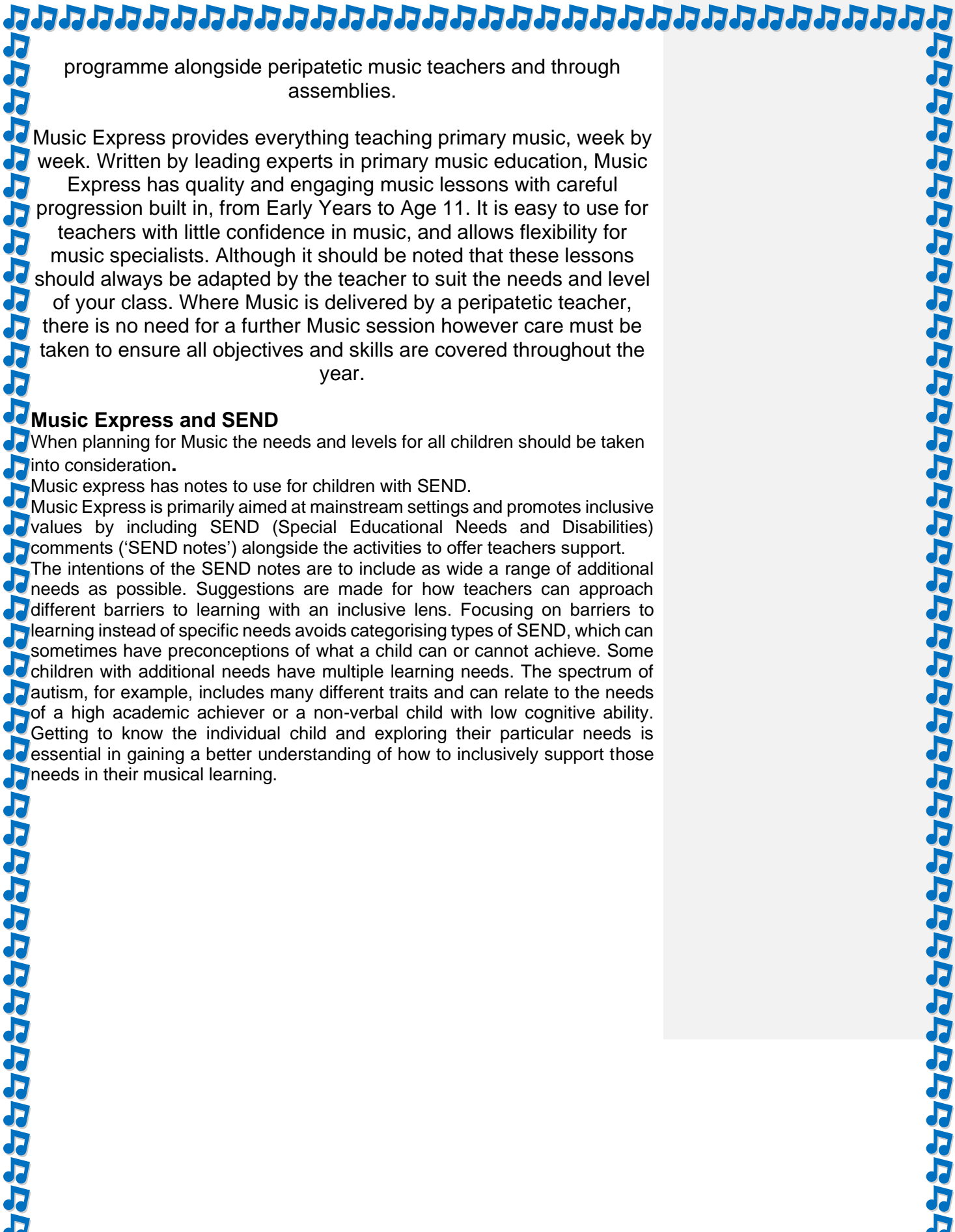


## Our Music Curriculum Poster:



# Successful Musician

At Carlinghow Academy we teach Music through the Music Express



programme alongside peripatetic music teachers and through assemblies.

Music Express provides everything teaching primary music, week by week. Written by leading experts in primary music education, Music Express has quality and engaging music lessons with careful progression built in, from Early Years to Age 11. It is easy to use for teachers with little confidence in music, and allows flexibility for music specialists. Although it should be noted that these lessons should always be adapted by the teacher to suit the needs and level of your class. Where Music is delivered by a peripatetic teacher, there is no need for a further Music session however care must be taken to ensure all objectives and skills are covered throughout the year.

### **Music Express and SEND**

When planning for Music the needs and levels for all children should be taken into consideration.

Music express has notes to use for children with SEND.

Music Express is primarily aimed at mainstream settings and promotes inclusive values by including SEND (Special Educational Needs and Disabilities) comments ('SEND notes') alongside the activities to offer teachers support.

The intentions of the SEND notes are to include as wide a range of additional needs as possible. Suggestions are made for how teachers can approach different barriers to learning with an inclusive lens. Focusing on barriers to learning instead of specific needs avoids categorising types of SEND, which can sometimes have preconceptions of what a child can or cannot achieve. Some children with additional needs have multiple learning needs. The spectrum of autism, for example, includes many different traits and can relate to the needs of a high academic achiever or a non-verbal child with low cognitive ability. Getting to know the individual child and exploring their particular needs is essential in gaining a better understanding of how to inclusively support those needs in their musical learning.



## Top tips for teaching Music in the primary classroom

1. Teach MUSIC not the instrument! Focus on the development of musical skills, using the instrument as the carrier for learning. You're not going to get all 30 children playing with perfect technique at the same rate as you would with a smaller group, and the majority won't carry on with the instrument anyway, so teach them transferable musical skills that can be used on other instruments or in other musical contexts.
2. Use VOICES as well as instruments. Singing internalises musical concepts and acts as an essential stepping stone between these and the physical act of playing. For children who struggle with the instrument, singing ensures that musical learning is still taking place, despite any technical difficulties.
3. Be CREATIVE. Aim for your pupils to develop as performers, listeners and composers/improvisers, to give them a more rounded, and interesting, musical experience.
4. Teach the NATIONAL CURRICULUM. Let's face it, unless you're very lucky, no-one else is going to do this for the duration of your instrumental project, so make sure you're including NC content in your sessions.
5. INVOLVE the school. Co-plan with the music coordinator and class teacher. Involve the class teacher or teaching assistant in sessions with specific tasks to carry out. Ensure that the musical content of your project fits into the overall music scheme of work for the school. Participate in concerts, assemblies and events.
6. DIFFERENTIATE your teaching. Don't expect all pupils to do the same task at the same time. Some will need support, some may need a completely different task, according to their ability and medical needs.
7. Use TECHNOLOGY wisely. Performing with a backing track can be motivating for pupils as it raises the quality of their performance, and makes them feel that they are playing 'real' music. Watching videos of musicians play, and using apps and games can also be motivating, but make sure that any technology is used to enhance learning, not just for the sake of ticking the ICT box.
8. Explore different STYLES. Just because you're learning the violin, it doesn't mean you have to just play classical music. Using a variety of different musical styles in your sessions broadens children's musical horizons, and motivates them to fully participate.

# Music Express- Curriculum Mapping

**music EXPRESS Year 1 Curriculum Map**

Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS1 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Number	Beat		✓	✓	
Unit 3: Animals	Pitch	✓			✓
Unit 4: Weather	Exploring Sounds	✓	✓	✓	✓
Unit 5: Machines	Beat		✓		✓
Unit 6: Seasons	Pitch			✓	✓
Unit 7: Our School	Exploring Sounds	✓	✓		✓
Unit 8: Pattern	Beat		✓	✓	✓
Unit 9: Storytime	Exploring Sounds			✓	✓
Unit 10: Our bodies	Beat			✓	✓
Unit 11: Travel	Performance	✓		✓	
Unit 12: Water	Pitch	✓	✓	✓	✓

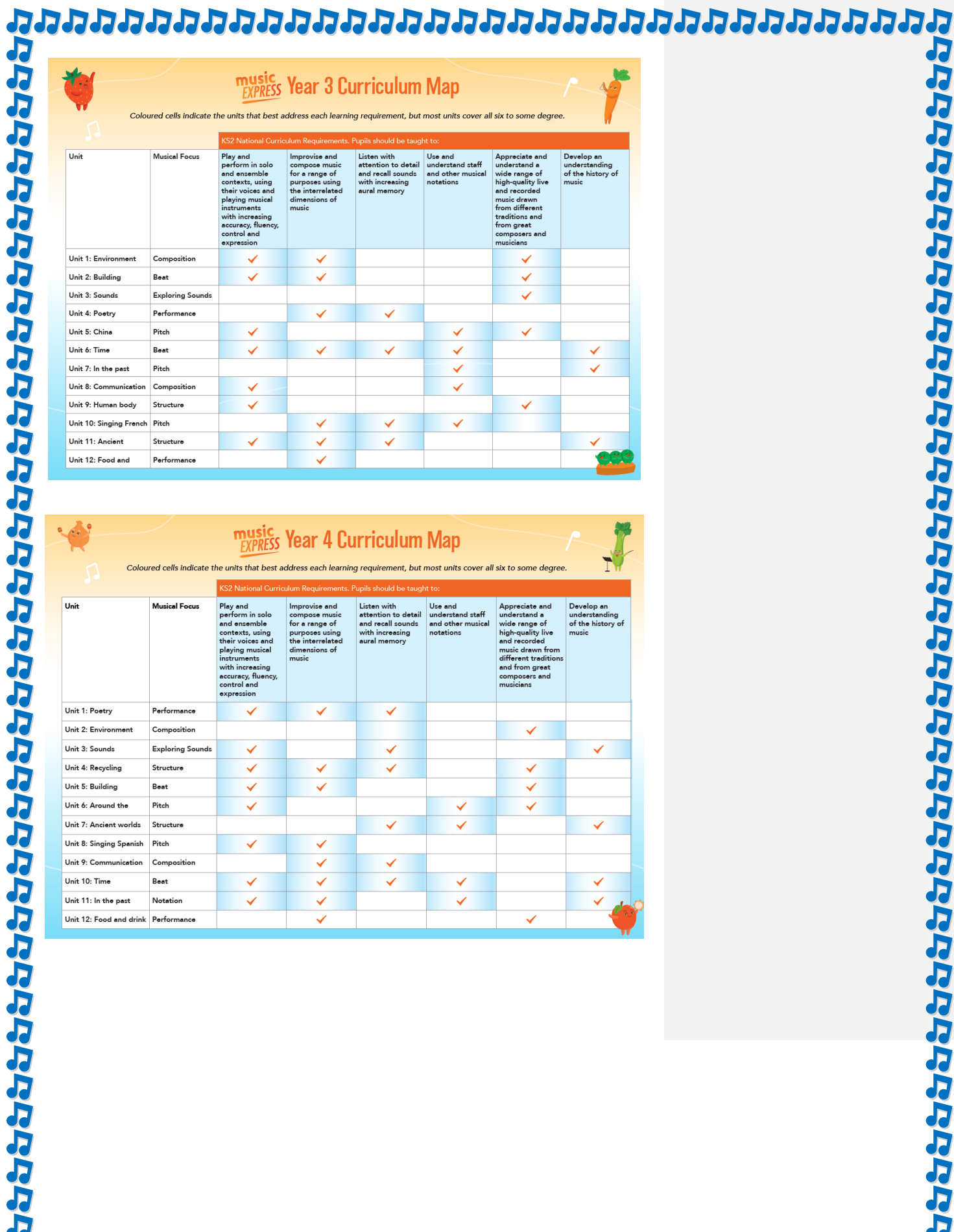
**music EXPRESS Year 2 Curriculum Map**

Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.

KS1 National Curriculum Requirements. Pupils should be taught to:

Unit	Musical Focus	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
Unit 1: Ourselves	Exploring Sounds	✓			✓
Unit 2: Toys	Beat				✓
Unit 3: Our land	Exploring Sounds			✓	✓
Unit 4: Our bodies	Beat	✓	✓		
Unit 5: Animals	Pitch		✓		✓
Unit 6: Number	Beat		✓		✓
Unit 7: Storytime	Exploring Sounds	✓			✓
Unit 8: Seasons	Pitch	✓	✓		✓
Unit 9: Weather	Exploring Sounds	✓		✓	✓
Unit 10: Pattern	Beat				✓
Unit 11: Water	Pitch	✓	✓		
Unit 12: Travel	Performance	✓	✓	✓	✓





music EXPRESS Year 3 Curriculum Map							
Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.							
KS2 National Curriculum Requirements. Pupils should be taught to:							
Unit	Musical Focus	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the interrelated 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
Unit 1: Environment	Composition	✓	✓			✓	
Unit 2: Building	Beat	✓	✓			✓	
Unit 3: Sounds	Exploring Sounds					✓	
Unit 4: Poetry	Performance		✓	✓			
Unit 5: China	Pitch	✓			✓	✓	
Unit 6: Time	Beat	✓	✓	✓	✓		✓
Unit 7: In the past	Pitch				✓		✓
Unit 8: Communication	Composition	✓			✓		
Unit 9: Human body	Structure	✓				✓	
Unit 10: Singing French	Pitch		✓	✓	✓		
Unit 11: Ancient	Structure	✓	✓	✓			✓
Unit 12: Food and	Performance		✓				

music EXPRESS Year 4 Curriculum Map							
Coloured cells indicate the units that best address each learning requirement, but most units cover all six to some degree.							
KS2 National Curriculum Requirements. Pupils should be taught to:							
Unit	Musical Focus	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the interrelated 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
Unit 1: Poetry	Performance	✓	✓	✓			
Unit 2: Environment	Composition					✓	
Unit 3: Sounds	Exploring Sounds	✓		✓			✓
Unit 4: Recycling	Structure	✓	✓	✓		✓	
Unit 5: Building	Beat	✓	✓			✓	
Unit 6: Around the	Pitch	✓			✓	✓	
Unit 7: Ancient worlds	Structure			✓	✓		✓
Unit 8: Singing Spanish	Pitch	✓	✓				
Unit 9: Communication	Composition		✓	✓			
Unit 10: Time	Beat	✓	✓	✓	✓		✓
Unit 11: In the past	Notation	✓	✓		✓		✓
Unit 12: Food and drink	Performance		✓			✓	



music EXPRESS Year 5 Curriculum Map							
KS2 National Curriculum Requirements. Pupils should be taught to:							
Unit	Musical Focus	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the interrelated 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
Unit 1: Our Community	Performance	✓	✓			✓	✓
Unit 2: Solar system	Listening	✓	✓	✓		✓	✓
Unit 3: Life cycles	Structure		✓	✓	✓	✓	✓
Unit 4: Keeping healthy	Beat	✓			✓	✓	
Unit 5: At the movies	Composition	✓	✓	✓	✓	✓	
Unit 6: Celebration	Performance	✓		✓			

music EXPRESS Year 6 Curriculum Map							
KS2 National Curriculum Requirements. Pupils should be taught to:							
Unit	Musical Focus	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the interrelated 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
Unit 1: World unite	Step dance performance	✓	✓		✓		
Unit 2: Journeys	Song cycle performance	✓				✓	✓
Unit 3: Growth	Street dance performance	✓		✓	✓	✓	✓
Unit 4: Roots	Mini musical performance	✓	✓			✓	
Unit 5: Class awards	Awards show performance	✓	✓	✓			✓
Unit 6: Moving on	Leavers' assembly performance	✓		✓	✓		

## Progressions of skills document:

music EXPRESS Skills Progression – children can...						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a song with contrasting high and low melodies (2004: 5)</p> <p>Control vocal dynamics, duration and melody (2004: 6)</p> <p>Sing a song together as a group (2004: 7)</p> <p>Combine voice and movement to perform a short and a song (2004: 11)</p> <p>Use voices to create descriptive sounds (2004: 12)</p>	<p>Chant and sing in two parts while playing a steady beat (2004: 6)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (2004: 6)</p> <p>Understand pitch through singing, movement, and voice games (2004: 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (2004: 12)</p>	<p>Sing in two-part harmony (2004: 11)</p> <p>Copy and create a wide range of vocal sounds to imitate (2004: 12)</p> <p>Sing in two parts from different materials with movement and percussion (2004: 12)</p> <p>Perform a vocal in three parts (2004: 11)</p>	<p>Perform a given as an ensemble with rhythmic accuracy to a steady beat (2004: 11)</p> <p>Use beatbox techniques to imitate the sound of a short kit (2004: 11)</p> <p>Learn to sing partner songs (2004: 11)</p> <p>Sing a call and response song in a minor key in two groups (2004: 11)</p> <p>Sing a song with three simple independent parts (2004: 11)</p> <p>Coordinate singing, playing and dancing in a performance (2004: 11)</p>	<p>Prepare for a performance by considering narrative, performance space, setting up and after legature (2004: 11)</p> <p>Develop techniques of performing rap using texture and rhythm (2004: 11)</p> <p>Sing and play notes and chords on melodies accurately (2004: 11)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (2004: 11)</p> <p>Sing a song in voices and three-part harmony (2004: 11)</p> <p>Sing with structure in accuracy in rhythm, pitch and dynamics (2004: 11)</p>	<p>Demonstrate understanding of pitch through singing from single staff notation (2004: 11)</p> <p>Demonstrate understanding of beat and organization through singing and body percussion (2004: 11)</p> <p>Convey broad meaning through expressive singing in a partnership with rehearsal (2004: 11)</p> <p>Learn to sing major and minor note patterns accurately (2004: 11)</p> <p>Demonstrate planning, diversity, and rehearsal skills through rehearsal, song, playing and movement (2004: 11)</p> <p>Perform vocal performance with consideration of posture, breathing and movement (2004: 11)</p> <p>Perform complex song rhythms confidently (2004: 11)</p> <p>Change vocal tone to reflect mood and age (2004: 11)</p>
						
Playing Instruments	<p>Identify and keep a steady beat using instruments (2004: 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (2004: 2)</p> <p>Play percussion instruments at different speeds (tempo) (2004: 2)</p> <p>Play and control changes in tempo (2004: 2)</p> <p>Explore sounds on instruments and find different ways to vary their sound (2004: 2)</p> <p>Play bell, drum, hand, and other sounds on percussion instruments (2004: 2)</p> <p>Use instruments to create descriptive sounds (2004: 12)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (2004: 2)</p> <p>Play pitch line on hand percussion (2004: 2)</p> <p>Accompany a song with vocal, body percussion and rhythmically selected (2004: 2)</p> <p>Use instruments expressively to respond to visual stimuli (2004: 12)</p>	<p>Accompany a song with a melody notation on hand percussion (2004: 2)</p> <p>Perform a percussion song with tuned and untuned accompaniment (2004: 2)</p> <p>Play independent parts in more than one note simultaneously (2004: 2)</p> <p>Perform rhythmic notation individually and in combination (2004: 2)</p> <p>Understand and use pitch notation (2004: 2)</p> <p>Read simple rhythm notation (2004: 2)</p> <p>Create and perform from a symbol score (2004: 2)</p> <p>Read simple rhythm notation (2004: 2)</p>	<p>Coordinate four body percussion notation in a song accompaniment (2004: 2)</p> <p>Play a percussion song with steps in pitch on hand percussion (2004: 2)</p> <p>Play and sing repeated patterns (notation) from staff notation (2004: 2)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphics, rhythm and staff notation (2004: 11)</p>	<p>Read a melody in staff notation (2004: 11)</p> <p>Integrate graphic notation on various soundtracks with an understanding of their quality and capabilities (2004: 11)</p> <p>Perform music together in synchronization with a short score (2004: 11)</p> <p>Develop ensemble playing, focusing on steady beat and strong notes accurately together (2004: 11)</p> <p>Control short, loud sounds on a variety of instruments (2004: 11)</p>	<p>Demonstrate coordination and rhythmic skills by participating in a complex drum game (2004: 11)</p> <p>Play a chord accompaniment to a piece (2004: 11)</p> <p>Follow and interpret a complex graphic score for four instruments (2004: 11)</p> <p>Play tuned instrument parts confidently from graphics score with note names (2004: 11)</p>
Improving/improvising	<p>Improvise descriptive music (2004: 8)</p> <p>Respond to music through movement (2004: 4)</p> <p>Create a narrative using instruments (2004: 4)</p> <p>Explore different vocal textures and materials (2004: 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (2004: 5)</p>	<p>Explore timbre and texture to understand how sounds can be described (2004: 5)</p> <p>Combine sounds to create a musical effect to respond to visual stimuli (2004: 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (2004: 7)</p> <p>Explore different ways to organize music (2004: 10)</p>	<p>Improvise an accompaniment (2004: 6)</p> <p>Improvise original accompaniments using beat and rhythm patterns (2004: 10)</p>	<p>Respond to requests to play musical, with a focus on timbre (2004: 6)</p> <p>Explore timbre, texture, and dynamics and create rhythms with appropriate soundtracks (2004: 6)</p> <p>Respond to requests to play a piece of the notes in percussion notation (2004: 6)</p> <p>Explore lyrics and meaning using a graphic score (2004: 6)</p> <p>Understand organization and play improvised accompaniment (2004: 10)</p>	<p>Develop accompaniments using notation and respond to requests to play musical notation (2004: 11)</p> <p>Learn about pitch and singing and draw out sounds (2004: 11)</p> <p>Play and improvise using the whole tone scale (2004: 11)</p> <p>Create musical effects using contrasting pitch (2004: 11)</p> <p>Integrate graphic notation on various soundtracks with an understanding of their quality and capabilities (2004: 11)</p> <p>Learn about and explore techniques used to create soundtracks (2004: 11)</p>	<p>Rehearse, combine and structure rhythms through drama (2004: 11)</p> <p>Improvise descriptive music on instruments and other soundtracks (2004: 11)</p> <p>Play and improvise using the whole tone scale (2004: 11)</p> <p>Integrate graphic notation on various soundtracks with an understanding of their quality and capabilities (2004: 11)</p> <p>Learn about and explore techniques used to create soundtracks (2004: 11)</p>
Composition	<p>Invest and perform new rhythms to a steady beat (2004: 10)</p> <p>Create, play and combine simple vocal rhythms (2004: 10)</p> <p>Create a picture in sound (2004: 10)</p>	<p>Compose music to illustrate a story (2004: 10)</p> <p>Perform and create simple three and four beat rhythms using a single score (2004: 10)</p>	<p>Select descriptive sounds to accompany a given (2004: 10)</p> <p>Develop different textures to make an accompaniment (2004: 10)</p> <p>Make choices about musical structure (2004: 10)</p> <p>Create and perform from a symbol score (2004: 10)</p> <p>Arrange an accompaniment with attention to balance and musical effect (2004: 10)</p> <p>Use vocal and combine sounds to create different musical textures (2004: 10)</p>	<p>Compose an introduction for a song (2004: 10)</p> <p>Compose and create percussion notation on a graphic score (2004: 10)</p> <p>Compose a song (2004: 10)</p> <p>Compose a baroque (2004: 10)</p> <p>Compose and play sequences of vocal rhythms (2004: 10)</p>	<p>Develop a structure for a vocal piece and create graphics notation (2004: 10)</p> <p>Explore extended vocal techniques through listening to and comparing to specific contemporary vocal music based on lyrics (2004: 10)</p> <p>Use the music of different cultures to create and perform music for a piece (2004: 10)</p> <p>Evaluate and refine compositions with reference to the intended dimensions of music (2004: 10)</p> <p>Create sounds for a scene, following a timeline (2004: 10)</p>	<p>Rehearse, rehearse, and develop music for performance, with reference to the three related dimensions of music (2004: 10)</p> <p>Compose programme music from a visual stimulus (2004: 10)</p>
Listening	<p>Recognize and respond to changes in tempo in music (2004: 10)</p> <p>Identify changes in pitch and respond to them with movement (2004: 10)</p> <p>Understand how music can tell a story (2004: 10)</p> <p>Understand musical structure by listening and responding through movement (2004: 10)</p>	<p>Match descriptive sounds to images (2004: 10)</p> <p>Listen to and repeat body rhythms patterns on instruments and body percussion (2004: 10)</p>	<p>Listen to and learn about traditional classical music (2004: 10)</p> <p>Learn how sounds are produced and how instruments are classified (2004: 10)</p> <p>Listen to and learn about traditional Chinese music (2004: 10)</p> <p>Listen to and learn about a Romantic piece of music (2004: 10)</p> <p>Listen to and learn about a modern ensemble (2004: 10)</p> <p>Listen to, learn about, play and dance to folk-dance music (2004: 10)</p>	<p>Understand how rhythmic articulation affects musical phrasing (2004: 10)</p> <p>Explore the descriptive music of two famous composers of the 18th and 19th centuries (2004: 10)</p> <p>Listen to and learn about 19th-century dance music (2004: 10)</p> <p>Listen to and play along with Baroque music (2004: 10)</p> <p>Copy rhythms and a short melody (2004: 10)</p> <p>Match short body rhythms patterns with rhythm notation (2004: 10)</p> <p>Listen to and learn about Romantic music (2004: 10)</p>	<p>Hear and understand the features of the whole tone scale phrasing (2004: 10)</p> <p>Listen to and learn about modern classical/avant-garde music (20th century) (2004: 10)</p> <p>Learn about the music of an early Romantic opera (2004: 10)</p> <p>Develop an understanding of the effect of music in music (2004: 10)</p>	<p>Follow and interpret a complex graphic score for four instruments (2004: 10)</p> <p>Experiment and understand the effect of changing harmony (2004: 10)</p> <p>Learn to understand modulation in a musical bridge (2004: 10)</p>
Responding	<p>Identify a sequence of sounds (notation) in a piece of music (2004: 10)</p> <p>Listen to and learn about a piece of musical music to identify instruments (2004: 10)</p> <p>Identify music by recognizing the pattern (2004: 10)</p> <p>Identify a repeated rhythm pattern (2004: 10)</p>	<p>Identify ways of producing sounds (e.g. shape, texture, pitch) (2004: 10)</p> <p>Identify rising and falling pitch (2004: 10)</p> <p>Listen to and learn about a piece of musical music to identify how it changes a mood (2004: 10)</p> <p>Use simple musical vocabulary for descriptive music (2004: 10)</p> <p>Listen, describe and respond to contemporary orchestral music (2004: 10)</p>	<p>Identify the music in a piece of music (2004: 10)</p> <p>Recognize rhythmic patterns in staff notation (2004: 10)</p> <p>Recognize pitch changes (2004: 10)</p>	<p>Identify different instrument groups from a recording (2004: 10)</p> <p>Describe the structure of a piece of musical music (2004: 10)</p> <p>Develop listening skills by analysing and comparing music from different traditions (2004: 10)</p> <p>Identify key features of musical music (2004: 10)</p> <p>Compare and contrast the structure of two pieces of music (2004: 10)</p> <p>Identify the music of a new song or piece (2004: 10)</p> <p>Listen to and analyse 19th-century folk music (2004: 10)</p>	<p>Listen to a 19th-century tone poem and describe its effects and use of the musical dimension (2004: 10)</p> <p>Listen to and analyse 19th-century instrumental music using musical vocabulary (2004: 10)</p> <p>Compare and contrast two pieces of 19th-century Romantic music (2004: 10)</p> <p>Identify changes in tempo and their effects (2004: 10)</p> <p>Evaluate and refine compositions with reference to the intended dimensions of music (2004: 10)</p> <p>Explore and analyse a song arrangement and its structure (2004: 10)</p> <p>Rehearse, rehearse and analyse an ensemble performance, with reference to balance and timing in time (2004: 10)</p>	<p>Rehearse, rehearse, and develop music for performance, with reference to the three related dimensions of music (2004: 10)</p> <p>Rehearse the music of a Romantic Romantic composition with reference to a picture from the same period (2004: 10)</p> 
						

**Assessment:** The expectation is that all music will be assessed on Arbor using the units 'I can' statements at the end of each term, however you can add assessments for all statements after each session or at regular intervals throughout the term. This will support in addressing gaps in learning and support the teacher with future planning to ensure progress for all. Alongside this, we use Seesaw to capture the children's progress and we use a secret ballot system to understand the child's self-assessment.

Subject Assessments	KS1	LKS2	UKS2
Aut 1	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning
Aut 2	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning
Spr 1	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning
Spr 2	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning
Sum 1	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning
Sum 2	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning	Teacher judgement recorded on Arbor - with Seesaw videos to evidence learning

**Monitoring:** The Subject leader will monitor music through use of Arbor data, lesson observations, SeeSaw monitoring, book scrutiny, pupil voice and thorough discussions with

teachers. This will be done as per the monitoring schedule and teachers will be advised in advance of these actions.

Music lessons should be taught weekly and although we do not always formally mark music we need to ensure that we have evidence of progression through the use of Seesaw and verbal feedback. Working walls should be in every classroom. These should outline current learning and vocabulary relevant to lessons. **This vocabulary should mirror the vocabulary used in flashbacks.** Music can be evidenced through use of recordings, **with QR codes shown on working wall.** For monitoring processes, a folder entitled Music should be in your classes Seesaw account.

Knowledge organisers for each half term should be created and saved in the Knowledge Organiser file on the server; **these are to be displayed on the music working wall.** For further advice and support on the teaching of Music you can access the Kirklees music trust via this link <https://www.musicakirklees.org>.

## Glossary of Music Terms

### **Accompaniment**

The underlying sounds used to support a melody line

### **Aerophone**

An instrument which produces sound using air vibrations, without using strings or membranes

### **Arrangement**

A new version of an existing piece of music

### **Backing vocal**

An additional voice part that complements but is less important than the lead vocal (the main voice part)

### **Beat/pulse**

Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'

### **Beatbox**

Using your voice, mouth, lips and tongue to produce sounds to imitate the sounds of different instruments, such as the drum kit

### **Binary**

A two-part structure in music is described as binary form: AB. The A and B sections are musically different from each other

### **Body percussion**

Sounds which can be made using parts of the body, eg clapping, tapping knees, etc.

### **Break**

An instrumental or percussion section or interlude in a song

### **Bridge**

A passage of music that links two sections of music together

### **Call and response**

A style of music in which a leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (the response)

### **Canon**

When two or more voices or instruments play the same music, starting at different times (also called a 'round')

### **Chord**

Two or more notes played at the same time

### **Chordophone**

An instrument which produces sound using strings that vibrate

### **Chorus**

The part of a song which repeats between the verses

### **Chromatic**

A chromatic instrument is one which is capable of playing every note of the chromatic scale, which is a scale of twelve notes, each a semitone apart, the smallest interval in most Western music. The chromatic scale is: A, A# (Bb), B, C, C# (Db), D, D# (Eb), E, F, F# (Gb), G, G# (Ab)

### **Cluster**

A group of notes that are close in pitch and sounded together

### **Coda**

The end section of a piece of music

**Commented [ML1]:** Music Working Wall? Vocabulary specific to what is being taught that half-term? Seesaw QR code link to an activity relating to the music piece/ensemble being learnt that half-term?

**Commented [ML2]:** Resources- what resources do we have in school to support music lessons? Where are they kept?

**Commented [ML3R2]:** Knowledge organisers- saved on Seesaw?

**Commented [ML4]:** Differentiation in the scheme?

**Conductor**

The person elected to lead a group of singers or instrumentalists

**Crescendo**

Getting louder

**Crotchet****A note that has a duration of one beat****Cumulative**

A musical structure in which individual parts join in one by one. It can apply both to the structure of the music itself (as in a cumulative song such as The Twelve Days of Christmas), or to the voices/instruments playing (as in the gradual addition of instruments playing the music of Boléro)

**Dimensions/elements**

The inter-related building blocks of music (formerly referred to in the English National Curriculum as elements): duration, dynamics, pitch, structure, tempo, texture, and timbre (see definitions)

**Diminuendo**

Getting quieter

**Dot notation**

A simple form of Western staff notation. Dots are placed in height and distance relation to each other to indicate pitch and duration

**Drone**

A sound or sounds played constantly throughout all or part of a piece of music as an accompaniment

**Duet**

A song or piece of music for two parts of equal importance

**Duration**

The word used in music to refer to the length of a sound or silence

**Dynamics/volume**

The loudness of the music, usually described in terms of loud/quiet

**Echo**

When a musical phrase is repeated after itself, like an echo

**Expression**

The emotion in music

**Fanfare**

A short piece of music usually played on brass instruments to announce a special event or occasion

**Flash mob**

A group of people who collect together in a public space and suddenly perform music or dance

**Free/arrhythmic**

Music which has no discernible steady beat

**Glissando**

A slide up or down from one musical note to another, in the manner of a rapid, sliding scale

**Graphic notation**

A form of notation in which the composer freely invents symbols which give an impression of sound

**Graphic score**

A score in which musical intention is recorded by means of graphic symbols

**Groove**

A short section of rhythmic layers, repeated over and over again

**Harmony**

The relation of two or more notes that are played at the same time

**Hocket**

One single melody shared between one or more voices or instruments

**Idiophone**

An instrument which produces sound using the instrument's vibration, without using strings or membranes

Improvisation

A piece of music which is created spontaneously

**Improvise**

To invent music as you go along

**Interlude**

An instrumental or percussion section or 'break' in a song

**Introduction**

The beginning section of a piece of music

**Key**

The 'key' of a piece of music refers to the scale on which the music is based and around which related harmonies are built. For instance a piece may be in the key of C major, meaning that its tonic, or home note, is the note C and the notes of its scale are C D E F G A B C

**Layers**

Individual lines of music performed together to create the texture

**Lead vocal**

The main voice part in a song – usually sings the melody

**Leap**

The space between two musical notes which is greater than a step (see Step movement)

**Lyrics**

The words of a song

**Major**

One of the most common types of eight-note musical scale. Often described as having a happy sound (see also Minor)

**Melodic phrase/phrase**

A small unit of a melody, often corresponding to a line of a song

**Melody**

A tune

**Membranophone**

An instrument which produces sound using a stretched membrane that vibrates

**Metre**

The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours

**Mickey mousing**

A movie technique where music correlates with the action depicted on screen

**Middle eight**

A type of musical bridge – it is a short eight-bar passage in the middle of a song that links two sections

**Minimalism**

A style of composition based on the idea of simplicity that uses repetition and short and simple melodies

**Minor**

One of the most common types of eight-note musical scale. Often described as having a sad sound (see also Major)

**Modulation**

The changing of music into a different key

**Notations**

Ways of writing music down – examples include graphic notation and staff notation

**Ostinato (plural ostinatos/ostinati)**

A short rhythmic or melodic pattern which is repeated over and over

**Pentatonic**

A five-note scale, of which there are many types. One of the most common can be played using only the black notes on a piano

**Pictorial symbols**

A simple form of notation in which a picture is used to represent a sound, eg car picture = motor sounds

**Pitch movement**

The steps and leaps by which a melody moves up and down in pitch

**Pitch**

Refers to the complete range of sounds in a piece of music from the lowest to the highest

**Pizzicato**

The technique of playing a string instrument, eg violin, by plucking the strings rather than playing them with the bow

**Playing methods**

Acoustic (non-electronic) sounds are made by shaking, scraping, tapping, or blowing a sound maker

**Quaver**

A note that has a duration of half a beat

**Rest**

A silence

**Rhythm pattern**

A short section of rhythm

**Rhythm**

Patterns of long and short sounds played within a steady beat

**Rhythmical**

Music which is underpinned by a steady beat

**Riff**

A short rhythmic or melodic pattern that is repeated over and over (also called an 'ostinato')

**Rondo**

A structure that has a recurring theme (A) alternating with contrasting sections: A B A C A D A

**Round**

**When two or more voices or instruments play the same music, starting at different times (also called 'canon')**

**Scale**

A group of notes notated or played in order of pitch

**Scat singing**

A style of vocal improvisation which uses nonsense sounds (instead of words) to imitate the sound of an instrument

**Score**

A written representation of music designed to record a composer's intention

**Sequence**

Musical phrases or parts played individually one after the other

**Solo**

A piece of music for one singer or instrumentalist

**Song cycle**

A structure of music in which a group of songs is performed in a defined sequence

**Soundmaker**

Any sound source used as a musical instrument

**Soundscape**

A picture in sound

**Spiritual**

Songs created by enslaved African people in the United States. They are generally expressions of religious (often Christian) faith.

**Stave**

The set of five parallel lines on which notes are placed to denote pitch and rhythm

**Step movement**

Notes of a melody which move stepwise up or down

**Structure**

Most music is underpinned by a structure which may be as simple as beginning, middle and end

**Symbol**

Any written representation of a sound

**Syncopation**

Often used synonymously with 'off-beat'. Both refer to a rhythm that emphasises normally weak beats

**Tempo (plural tempi)**

The speed at which music is performed, usually described in terms of fast/slow

**Ternary**

A structure of music which has three sections, in which the first is repeated: A B A

**Texture**

Layers of sound, such as those created by a melody accompanied by a drum beat

**Timbre**

All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky

**Tremolo**

The rapid repetition of notes, producing a quavering effect. It can either be on one note or between two notes

**Trill**

The rapid alternation of two adjacent notes, producing a trembling effect

**Tuned percussion**

Percussion instruments which make sounds with a defined pitch, eg glockenspiel

**Unison**

When two or more voices/instruments sing or play the same melody at the same time

**Untuned percussion**

Percussion instruments which make sounds of indefinite pitch, eg hand drum

**Verse**

The section of a song which generally 'tells the story'

**Waltz**

A piece of dance music in 3/4-time where the first beat is emphasised