

Music at St Matthias 2023-24

Intent: Our music curriculum intends to inspire creativity, self-expression and encourage our pupils on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers will encourage every pupil to experience the creativity of music.

Skills and Knowledge (National Curriculum):

Key Stage 1:
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
Key Stage 2:
Sing and play musically with increasing confidence and control
Develop an understanding of musical composition, organisation and manipulating ideas within musical structures and reproducing sounds from aural memory
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 their 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

Music Learning Journey of Skills and knowledge

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music)</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>

	<p>lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>performers by playing as part of a group.</p>		<p>(related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>(crescendo/decrease) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>to discuss and evaluate their own and others' work.</p>	<p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
Composing	<p>Playing untuned percussion 'in time' with a piece of music</p> <p>Selecting classroom objects to use as instruments</p> <p>Experimenting with body percussion and vocal sounds to respond to music</p> <p>Selecting appropriate instruments to represent action and mood</p> <p>Experimenting with playing instruments in</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Combining instrumental and vocal sounds within a given structure</p> <p>Creating simple melodies using a few notes</p> <p>Choosing dynamics, tempo and timbre for a piece of music</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure</p> <p>Creating simple melodies from five or more notes</p> <p>Choosing appropriate dynamics, tempo and</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing)</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>Using letter name and rhythmic notation (graphic or staff), and</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Beginning to improvise musically within a given style</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</p> <p>Improvising coherently within a given style</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related</p>	<p>Improvising coherently and creatively within a given style, incorporating given features</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of</p>

	different ways	Creating a simple graphic score to represent a composition Beginning to make improvements to their work as suggested by the teacher	timbre for a piece of music Using letter name and graphic notation to represent the details of their composition Beginning to suggest improvements to their own work	key musical vocabulary to label and record their compositions Suggesting and implementing improvements to their own work, using musical vocabulary	Creating a piece of music with at least four different layers and a clear structure Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions Suggesting improvements to others' work, using musical vocabulary	dimensions of music to add musical interest Using staff notation to record rhythms and melodies Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence Suggesting and demonstrating improvements to own and others' work	accompanying features, within a given structure Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture Recording own composition using appropriate forms of notation and/or technology and incorporating Constructively critique their own and others' work, using musical vocabulary
Performing	Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.

		instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	able to identify these symbols using musical terminology.	part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.
The History of Music (KS2 - also part of the listening strand)				Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
The Inter- Related Dimensions of Music (the elements or building blocks of music)							
Pitch	To understand what 'high' and 'low' notes are	To understand that pitch means how high or low a note sounds To understand that 'tuned' instruments play more than one pitch of notes	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches To understand that a melody is made up from	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures

			high and low pitched notes played one after the other, making a tune	traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To recognise that different sounds can be long or short	To know that rhythm means a pattern of long and short notes	To know that 'duration' means how long a note, phrase or whole piece of music lasts To know that the long and short sounds of a spoken phrase can be represented by a rhythm	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.

Dynamics	To understand that instruments can be played loudly or softly	To know that dynamics means how loud or soft a sound is To understand that sounds can be adapted to change their mood, e.g. through dynamics	To know that dynamics can change the effect a sound has on the audience	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.
Tempo	To recognise music that is 'fast' or 'slow' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music	To know that the 'pulse' is the steady beat that goes through music To know that tempo is the speed of music	To understand that the tempo of a musical phrase can be changed to achieve a different effect		To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	To know that different instruments can sound like a particular character	To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch To know that my voice can create different timbres to help tell a story	To know that musical instruments can be used to create 'real life' sound effects To understand an instrument can be matched to an animal noise based on its timbre	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.

Texture	To know that music often has more than one instrument being played at a time	To know that music has layers called 'texture'	To know that a graphic score can show a picture of layers, or 'texture', of a piece of music	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To recognise the chorus in a familiar song	To know that a piece of music can have more than one section, e.g. a verse and a chorus	- To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

Notation	To know that signals can tell us when to start or stop playing	To understand that music can be represented by pictures of symbols	To know that 'notation' means writing music down so that someone else can play it To know that a graphic score can show a picture of the structure and/or texture of music	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.
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Unit Overview <i>Each unit starts and ends with the same assessment</i>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Celebration Music: Diwali music Hanukkah music Kwanzaa music Traditional Christmas music Christmas action songs Vocabulary: music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat, instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion	Exploring Sound: Vocal sounds Body sounds Instrumental sounds Environmental sounds Nature sounds Vocabulary: voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds	Music and Movement: Action songs Finding the beat Exploring tempo Exploring temp and pitch through dance Music and movement performance Vocabulary: actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience	Musical Stories: Moving to music Using instruments to represent characters Storytelling with actions Using instruments to represent actions Musical story composition Musical story performance Vocabulary: classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance	Big Band: What makes an instrument? Introduction to orchestra Follow the beat Tuned and untuned instruments Big band performance Vocabulary: music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass
Y1	Musical Vocabulary (Under the Sea):	Pulse and Rhythm (All About Me):	Classical Music, Dynamics and Tempo (Animals):	Timbre and Rhythmic Patterns (Fairy Tales):	Pitch and Tempo (Superheroes):	Vocal and Body Sounds (By the Sea):

	<p>Pulse and temp Dynamics and timbre Pitch and rhythm Texture and structure Musical vocabulary</p> <p>Vocabulary: body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables</p>	<p>My favourite things You've got a friend Dance, dance, dance Happy Practice makes perfect</p> <p>Vocabulary: accuracy, actions, choir, composing, composition, confidence, dynamics, fast, instruments, in time, loud, melody percussion, performance, perform, quiet, repeat, represent, rhythm, sections, silence, sing, slow</p>	<p>Percussive animals Singing animals Performing animals Composing animals The story of the lion</p> <p>Vocabulary: actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse</p>	<p>Character voices Starting with instruments Rhythms Responding to music Keeping the pulse</p> <p>Vocabulary: bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice</p>	<p>High fliers Pitch patterns Faster than a speeding bullet Superhero theme tune Final performance</p> <p>Vocabulary: accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune</p>	<p>Vocal and body sounds Embodying the sea Musical treasure hunt Seaside story Seaside soundscape</p> <p>Vocabulary: body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind</p>
Y2	<p>West African Call and Response Song (Animals): Going on safari Rhythmic safari Call and response Rhythmic response The safari event</p> <p>Vocabulary: actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic</p>	<p>Orchestral Instruments (Traditional Western Stories): The Three Bears The Snow Queen Red Riding Hood Jack and the Beanstalk Super storytellers</p> <p>Vocabulary: actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra,</p>	<p>Musical Me: Once a man fell in a well Dynamics and timbre Melody My own melody Group composition</p> <p>Vocabulary: beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound</p>	<p>Dynamics, Timbre, Tempo and Motifs (Space): Space soundtrack Listening to space Comparing planets Planet motif Journey to space</p> <p>Vocabulary: Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise,</p>	<p>On the Island: British Songs and Sounds: British seaside sounds Countryside sounds Sounds of the city Structured soundscape Journey through Britain</p> <p>Vocabulary: accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration,</p>	<p>Myths and Legends: Rhythm and structure Structured graphic score Layered graphic score Compose with structure Rehearse and perform</p> <p>Vocabulary: beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch,</p>

	notation, Sequence, sound, structure, tempo, timbre, vary, volume	orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind	effects, timbre, tune, volume	inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind	inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion	represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola
Y3	<p>Creating Compositions in Response to an Animation (Mountains):</p> <p>Telling stories through music</p> <p>Creating a soundscape</p> <p>Story sound effects</p> <p>Adding rhythm</p> <p>Musical mountain</p> <p>Vocabulary:</p> <p>ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p>	<p>Developing Singing Technique (the Vikings):</p> <p>Here come the Vikings!</p> <p>Sing like a Viking</p> <p>Viking notation</p> <p>Viking battle song</p> <p>Perform like a Viking</p> <p>Vocabulary:</p> <p>atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,</p>	<p>Ballads:</p> <p>What is a ballad?</p> <p>Performing a ballad</p> <p>The story behind the song</p> <p>Writing lyrics</p> <p>Singing my ballad</p> <p>Vocabulary:</p> <p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time,in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,</p>	<p>Pentatonic Melodies and Composition (Chinese New Year):</p> <p>Dragon dance</p> <p>Pentatonic scale</p> <p>Letter notation</p> <p>Enter the dragon</p> <p>Final performance</p> <p>Vocabulary:</p> <p>accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,</p>	<p>Jazz:</p> <p>Ragtime</p> <p>Dixieland</p> <p>Scat singing</p> <p>Jazz motifs</p> <p>Swung rhythms</p> <p>Vocabulary:</p> <p>call and response, Dixieland, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p>	<p>Traditional Instruments (India):</p> <p>Introducing traditional Indian music and instruments</p> <p>Playing a rag</p> <p>Adding a drone</p> <p>Introducing the tal</p> <p>Performing Anile vaa</p> <p>Vocabulary:</p> <p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo,</p>

Y4	<p>Body and Tuned Percussion (Rainforests): Pitter patter raindrops Rainforest body percussion The rhythm of the forest floor The loopy rainforest Sounds of the rainforest</p> <p>Vocabulary: body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p>	<p>Rock and Roll: Hand jive Rock around the clock Walking bass line Performing the bass Rock and roll performance</p> <p>Vocabulary: bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line</p>	<p>Changes in Pitch, Tempo and Dynamics (Rivers): The singing river The listening river The repeating river The percussive river The performing river</p> <p>Vocabulary: a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p>	<p>Haiku, Music and Performance (Hanami Festival): Describing blossom Sounds of blossom Blossom haiku Haiku melodies Haiku performance</p> <p>Vocabulary: composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary</p>	<p>Samba and Carnival Sounds and Instruments (South America): Introduction to Samba Pulse and rhythm Samba rhythms Composing a break Samba performance</p> <p>Vocabulary: agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p>	<p>Adapting and Transposing Motifs (Romans): Here come the Romans Musical motifs Motifs and mosaics Motif development Combine and perform</p> <p>Vocabulary: backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>
Y5	<p>Composition Notation (Ancient Egypt): Here come the Egyptians Hieroglyphic score Play like an Egyptian Pitch pyramids Egyptian farewell</p> <p>Vocabulary:</p>	<p>Blues: History of the Blues Playing a chord The 12-bar Blues Blues scale Improvisation and the Blues</p> <p>Vocabulary: 12-bar blues, ascending scale, backing track, bar,</p>	<p>South and West Africa: 'Shosholoza' a cappella Playing 'Shosholoza' The 'Shosholoza' show Drumming away to Africa Eight-beat breaks</p> <p>Vocabulary: a capella, break, call and response, chords, chord</p>	<p>Composition to Represent the Festival of Colour (Holi Festival): Hearing colours Picturing music Vocal composition Colour composition Performing in colour</p>	<p>Looping and Remixing: Body percussion loops Mixing loops Learning the original Looping fragments Remix</p> <p>Vocabulary:</p>	<p>Musical Theatre: What is musical theatre? Character or action song Create your own musical Rehearsing my musical Performing my musical</p> <p>Vocabulary:</p>

	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals	Vocabulary: dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions
Y6	<p>Dynamics, Pitch and Texture (Coast - Fingal's Cave by Mendelssohn): Exploring Fingal's Cave Making waves: pitch and dynamics Making waves: texture Group compositions We are waves</p> <p>Vocabulary: classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>	<p>Songs of World War Two: Singing for victory The White Cliffs of Dover Pitch up Harmonise Let's notate</p> <p>Vocabulary: accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques,</p>	<p>Film Music: Soundtracks Scenes and sounds Following the score Composing for film The soundtrack</p> <p>Vocabulary: accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major,</p>	<p>Theme and Variations (Pop Art): Pop art and music The Young Person's Guide to the Orchestra Learning the theme Exploring rhythms Picturing Pop Art</p> <p>Vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver,</p>	<p>Composing and Performing a Leavers' Song: A single year Writing chorus lyrics Writing verse lyrics Backing track Creating a melody</p> <p>Vocabulary: allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive,</p>	<p>Baroque: Monteverdi and the invention of opera Johann Pachelbel and the canon Henry Purcell and the ground bass J S Bach and the fugue George Frideric Handel and the oratorio</p> <p>Vocabulary: Baroque, canon, ground bass, oratorio, bass clef, fugue, opera, polyphonic, recitative</p>

		phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo	melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency	staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse	
KS2 Whole Class Instrumental Lessons	South Africa: Introduction to staff notation Minims Semibreves Crotchets and rests Gumboot dance	Caribbean: What is Calypso? What's the story? Instrumental Calypso Calypso quavers Pentatonic Calypso	South America: Vamos, let's go! History of Latin music Salsa melodies Melodic composition Carnival spirit	Indonesia: Review of learning Gamelan music Exploring octaves Cyclic patterns Finishing touches	India: Introduction to Bollywood Cityscape Indian fantasy Harmony Film sequence	North America: Minimalism Interlocking patterns Minimalist melodies Electronic dance music Instrumental celebration

St Matthias Music Curriculum Links to Development Matters 2021 and Early Learning Goals

EYFS Units	Early Years Outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early Years Outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of Effective Learning
Celebration Music	Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Understanding the World -Recognise that people have different beliefs and celebrate special times in different ways. Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring
Exploring Sound	Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments	Understanding the World -Explore the natural world around them Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses.	✓ Playing and Exploring ✓ Creating and Thinking Critically

	and actions when being read to and during whole class discussions and small group interactions.	-Explore and engage in music making and dance, performing solo or in groups.	
Music and Movement	Personal, Social and Emotional Development -Think about the perspectives of others.	Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical Stories	Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Big Band	Communication and Language -Learn rhymes, poems and songs.	Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

		<ul style="list-style-type: none"> -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. 	
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St Matthias Music Curriculum Links to the National Curriculum

Key stage 1 - National Curriculum music subject content:	Y1 Units					
	Pulse and Rhythm	Classical music, dynamics and tempo	Timbre and rhythmic pattern	Pitch and tempo	Vocal and body sounds	Musical vocabulary
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	✓	✓	✓	✓	✓	✓

St Matthias Music Curriculum Links to the National Curriculum

Key stage 1 - National Curriculum music subject content:	Y2 Units					
	Musical me	West African call and response song	On this island: British songs and sounds	Orchestral instruments	Myths and legends	Dynamics, timbre, tempo and motifs
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	✓	✓	✓	✓	✓	✓

St Matthias Music Curriculum Links to the National Curriculum

Lower Key stage 2 - National Curriculum music subject content:	Y3 Units					
	Ballads	Creating compositions in response to animations	Developing singing technique and keeping in time	Pentatonic melodies and composition	Jazz	Traditional instruments and improvisations
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 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		✓			✓	✓

St Matthias Music Curriculum Links to the National Curriculum

Lower Key stage 2 - National Curriculum music subject content:	Y4 Units					
	Body and tuned percussion	Rock and roll	Changes in pitch, dynamics and tempo	Haiku, music and performance	Samba and carnival sounds and instruments	Adapting and transposing motifs
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 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		✓			✓	

St Matthias Music Curriculum Links to the National Curriculum

Upper Key stage 2 - National Curriculum music subject content:	Y5 Units					
	Composition notation	Blues	South and West Africa	Composition to represent the festival of colour	Looping and remixing	Musical theatre
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 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		✓	✓			✓

St Matthias Music Curriculum Links to the National Curriculum

Upper Key stage 2 - National Curriculum music subject content:	Y6 Units					
	Advanced rhythms	Dynamics, pitch and texture	Songs of World War Two	Film music	Theme and variations	Composing and performing a leavers' song
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 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	✓		✓		✓	

St Matthias Music Curriculum Links to the National Curriculum

Key stage 2 - National Curriculum music subject content:	KS2 Instrumental Unit					
	South Africa	Caribbean	South America	Indonesia	India	America
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 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	✓	✓	✓	✓	✓	✓

Intent: Our music curriculum intends to inspire creativity, self-expression and encourage our pupils on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers will encourage every pupil to experience the creativity of music.

Questions

How do you ensure the National Curriculum is being covered? What are children learning? Why do you teach what you do? Why do you teach what you do? How do you ensure there is a sequence of learning? What scheme do you follow (if any) and why?

The music curriculum at St Matthias is underpinned by the aims taken from the National Curriculum, the Development Matters statements and the Kapow music scheme of work (we have chosen this one to underpin our curriculum because it clearly follows the National Curriculum aims and gives pupils a wide range of musical opportunities). Our curriculum is planned around the EYFS Early Learning Goals and the National Curriculum music content. All of this is shown in this document. The progression of knowledge and skills is also outlined in this document.

What is your long term vision for Music in your school?

Our goal is for teachers to confidently deliver all aspects of the music curriculum and for pupils to enjoy learning about and performing different styles of music. We would like for pupils to have the confidence to regularly share their musical abilities in front of all pupils and for everyone to be able to articulate their musical opinions.

What do you want children to be able to do with their Music knowledge once they leave school?

We want the pupils at St Matthias to have a love of music in some respect; whether this is through being able to confidently perform; play for themselves or watch people's performances. We want them to understand and appreciate the rich heritage that music has and the impact that music can have on an individual, a group of people or even a generation. We want our pupils to take skills learnt in music, such as working in a team or listening carefully and apply this to all areas of their future lives.

How is the Music curriculum you teach particularly relevant to your children?

The units have been designed to celebrate and teach pupils about music and festivities from around the world. This takes into

account music from the backgrounds and cultures from lots of our pupils. We also teach about sounds in Britain.

How do you assess children's prior knowledge?

Children complete an assessment at the start of each unit. Teachers review prior knowledge in each lesson.

How do you evidence progress in Music? How is this monitored?

Children complete the same assessment at the start and end of each unit. Individual progress as to whether the children get answers correct is recorded. Key concepts and vocabulary are repeated throughout units so if pupils don't fully understand something, it is revisited. Teachers also recap prior learning and revisit the day's learning to observe progress and next steps.

How do you ensure correct use of vocabulary, and progression of vocabulary across the age ranges?

Age-appropriate vocabulary has been planned out throughout each year group and children revisit vocabulary throughout their academic year and into the next. This means that by the time children reach year 6, a lot of the musical vocabulary they use will have been embedded in previous years, meaning there is time to learn new, more advanced vocabulary.

Show me an example of a skill children learn in Music and how it progresses from EYFS to year 6.

How do you help children who need extra support with Music, as well as the children who are exceeding age related expectations?

How is your Music curriculum tailored to the needs of the children in your school?

In what way does the learning environment support learning?

We have a dedicated music and art room, which has displays linked to what the pupils are learning. We also have all the instruments needed in this space too. This means that whenever a class needs space to complete a music lesson that involves group work or using instruments, there is one available to them.

Who teaches Music? How is Music taught?

Class teachers teach music weekly. Depending on the lesson, there is an option for music to be taught in the music room, where there are instruments. Teachers follow the cycle of recap prior skills and knowledge; teach new skills and knowledge; model; group/partner/independent work; perform and review. Pupils then reflect on their learning - some of which goes into the [electronic floor book](#) - and this is then reviewed in the next lesson.

How do you ensure that staff have good Music subject knowledge? How do you support staff that need it?

Teachers complete a self-evaluation, highlighting their strengths and next steps. Accessible resources are linked to the area of development. A staff meeting was also given to support accessing the maths curriculum and teachers know they can speak to a member of the senior leadership team.

What opportunities do children have to link their learning to other subjects?

A huge part of the music curriculum focuses on group work, oracy and performance (whether performing or speaking about someone else's performance). All of these things relate to the English curriculum. There are units that link to other cultures, dance (PE) science, art, PSHE, history and geography, supporting different areas of the curriculum too. Whether the learning directly correlates to what is being taught in class or not, it always links to things that children have learnt in the past, will learn in the future or common themes that run through subjects such as celebrations, understanding emotions or other cultures, which they can draw links to.

What provision is there for Music across the curriculum?

Do your Music lessons provide Cultural Capital?

What are the strengths and weaknesses in Music?

The pupils at St Matthias are very musical and love sharing their passion for music, as well as learning about music from around the world. This strength means that pupils are engaged in their learning. The way in which we evidence our music lessons also celebrates the incredible learning that happens in each class, from EYFS to year 6. Our next step is to upskill teachers so they feel confident in delivering all aspects of the music curriculum.

What changes have been made to Music since the last inspection?

We have now ensured that the teaching of music happens weekly and that there is clear structure to this through following a curriculum underpinned by a scheme of work. Teachers are also now teaching music and are evidencing the learning in the electronic floor book. This enables everyone to see progress within a unit and across year groups. The electronic floor book also demonstrates a pupil's understanding of what they have been learning. We are now also completing the same assessment at the start and end of each unit to see progress and to identify if and when we need to adapt the planning to ensure progress is always happening for all pupils.

What is behaviour like in Music lessons?**Pupil Voice: to be completed****What is it like to be a pupil at this school learning music?****What challenges do you face at your school in music?****Do you feel like you learn new things in your music lessons?****How do your teachers help you to remember things that you're taught in music?****Do you enjoy your music lessons? Why? Why not?****How do you think your behaviour is in music?****What would you like to improve about your music lessons?**