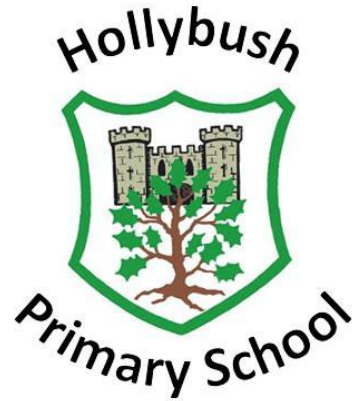




Our Approach to Teaching Music

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Key Concepts in Music

Listening and evaluating
Creating sound
Notation
Improvising and composing
Performing - singing and playing

Key Concept	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and evaluating	Short musical phrases, story and rhyme Movement Emotional reaction to music Different cultures	Creative play to express feelings Identify and imitate sounds Background music Recognise 2 instruments	Short pieces of music Move in time How music can affect feelings Identify common instruments used in music	Respond to longer pieces of music Keep movement within the beat Recognise simple patterns in rhythm and pitch Peer performance and review	Explain their preference for a music piece Music from around the world Different styles/genres/time Changes with a music piece	Explain their preference for a music piece Development of motifs Common features in genres/style/traditional music Dynamic (crescendo/deceleration)	Impact music has on a person Stylist features of different music (African, theatre, blues) Representing features of music Compare/discuss/evaluate using music vocabulary	Impact music has on a person Discuss musical eras Recognise different music styles (pop, film music) Pitch, dynamics and texture Features of a song complement each other
Creating sound	Short, rhythmic rhymes and songs Sing to the pulse of the song Explore vowel	Explore and engage in music making, dance performing and in groups Sing in	Simple songs, chants and rhymes Singing with wider pitch	Wider pitch for singing Singing songs/short phrases using different singing				

	sounds Different ways of making sound using instrument Begin to follow a beat	groups/solo making the pitch	Changing singing voices How dynamics are affected by the force within an instrument hand -eye coordination for using an instrument	voices Matching pitch and tempo Create imaginative soundscapes Create different sounds on instruments				
Notation	Awareness of high and low pitch Awareness of simple marks/objects show single beats	Awareness of high and low pitch Awareness of simple marks/objects show single beats	Reading different notations Recognise pitch using symbols Pictorial representation Read simple rhythmic patterns	Reading different notations from left to right Use simple version of stave to notate musical phrases Two half beats - start reading these patterns	Reading music - symbols (how they are written and how they look) Label and record own composition Perform from basic staff notation	Know performance direction - why they are used Record composition using letter names, graphic and rhythmic notation	Pictures present the structure of music Notation - understand where the notes are written Record rhythms and melodies	Graphic notation - writing music using pictures/symbols Writing music on lines - staves Chord progressions - roman numerals Record own composition
Improvising and composing	explore/imitate sounds Creating sound using instruments in different ways Classroom objects as instruments Select sounds to represent feeling	explore/refine artistic effects to express feelings Explore and engage in music/dance/performance	Physical stimuli to use to create sound Experiment with a single instrument making different sounds loud/soft/high and low sound Playing music - help from a teacher	Improvise simple questions Adapting rhythmic patterns by changing dynamics/tempo/instrument Combine different sounds to create music	Composing music (indian, classical, jazz and swing)	Composing music in given styles Develop melodies using rhythmic variations Create music using four different layer and structure	Compose music in much detail Select, discuss and refine music choices Combine rhythmic patterns into a multi layer composition	Compose a multi-layered piece of music Critic own work constructively Compose an original song
Performing	Performing to an audience	Watch and talk about dance performance	Steady beat throughout singing	Perform actively in a group	Sing songs in different musical style	Singer longer songs in different styles	Provide feedback using musical vocab	Provide feedback using musical vocab

ng - singing and playing	Learning how to be a good listening	Singing in a group or individually	Awareness of leader during a performance	Show awareness of leader	Sing and play in time with peers	Play melody parts on instruments Sing and play in time with peers	Sing songs in two or more parts Play a simple chord Adjust dynamics and pitch according to the style of music	Sing songs securely in two or more parts Performing a solo or taking a leadership role
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Skills Progression in Music

Nursery	
Sticky Knowledge: Notation Knowledge: I can identify simple marks/object to represent single beats	Transferable Skills I can talk about the different types of beats in a music
Reception	
Sticky Knowledge: Notation Knowledge: I can identify and name single beats using symbols. Creating Sound Knowledge: I can sing in a group and create a dance performance Performance: I can watch and talk about different dance performances Listening and evaluating: I can identity different sounds and name two instruments Improvising: I can explore my feelings towards a musical piece	Transferable Skills: - I can describe musical notes using symbols and see how it changes in a musical piece - I can talk about and explain my feelings - I can identify different types of music from around the world

Year 1	
Sticky Knowledge: Notation: I can read different notations and start to identify pitch and rhythmic patterns Creating sound Knowledge: I can sing simple songs whilst changing my voice and use good hand-eye coordination when playing an instrument Performance: I can sing at a steady beat Listening and evaluating: I can move in time with the music and I can identify more than 2 instruments used in a song Improvising: I can play a musical instrument in different ways and create different sounds using one instrument	Transferable Skills • I can read different symbols in a musical pieces • I can identify more than 2 instruments and use them in various ways • I can observe a musical piece and move in time to the beat
Year 2	
Sticky Knowledge: Notation Knowledge: I can read musical notations left to right and start reading notes with two beats Creating Sound Knowledge: I can create a music piece using lots of different instruments and I can match my pitch with tempo Performance: I am aware that there is a leader and I can sing well in a group Listening and evaluating: I can respond to longer pieces of music and keep movement going within a beat Improvising: I can adapt rhythmic patterns by changing the dynamics, tempo and instruments	Transferable Skills: • I can observe how music is read out a loud and follow • I can answer a question about a piece of music • I can talk about and show how rhythmic patterns can change using key vocabulary
Year 3	
Sticky Knowledge: Notation Knowledge: I can read musical notes and see how they are written Performing: I can sing with my peers and sing along to different musical styles Listening and evaluating: I know music comes from different countries Improvising: I can compose music from different genres and countries	Transferable Skills: • I can identify that music is different from around the world • I can answer and explain why I prefer a certain style of music • I can record and play my own music or music within a group

Year 4	
Sticky Knowledge: Notation Knowledge: I can write my own composition using letter names, graphics and notations Performance: I know different melodies in piece of music and I can play them on an instrument Listening and evaluating: I understand and can explain what a dynamic is in a composition Improvising: I can explain what four layers and a structure is when I create music	Transferable Skills: • I can observe and suggest what makes a good leader in a performance • I can identify and compare different melodies used within a musical piece • I know the difference between crescendo/decrescendo • I can explain the common features in various musical pieces
Year 5	
Sticky Knowledge: Notation Knowledge: I can understand where the music notes are written Performance: I can play a simple chord and adjust the dynamics according to the musical style Listening and evaluating: I can identify music from Africa, theatre and Blues. Improvising: I can compose music in more detail and create a multi layer composition	Transferable Skills: • I can critique my peers in their performances • I can explain my preference for a music I enjoy • I can discuss with my peers musical vocabulary
Year 6	
Sticky Knowledge: Notation Knowledge: I can write my own music on staves Performance: I am able to sing a solo song and sing securely in two parts or more Listening and evaluating: I am able to look at different musical eras and recognise different musical styles (pop, film music) Improvising: I can compose my own original music	Transferable Skills and Fieldwork: • I can critically analyse my own musical piece and change it • I can observe and take on a leadership role in group performance • I can answer questions based on my performance and music composition

Knowledge organisers give further detail on each area of learning and can be found at:

[https://www.hollybush.herts.sch.uk/curriculum/Adaptations for SEND children](https://www.hollybush.herts.sch.uk/curriculum/Adaptations%20for%20SEND%20children)

We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and extended as appropriate. We also create an ethos of not being afraid to make 'mistakes,' but instead, for children to be risk-takers, problem solvers and to develop resilience.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

To support children with SEND to access the curriculum we will:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Depending on the specific needs of each child, further adaptations may include, but are not limited to:

- Use of coloured dots to identify symbols for children on musical instruments
- Resources labelled with Makaton symbols
- Tasks broken into chunks with communication in print instructions
- Larger/simpler resources eg. A3 Sheet to writing musical composition instead of A4
- Alternative resources eg. using an iPad to write musical compositions
- Pre-teaching of key vocabulary

- Flexibility in group work eg. option to work alone if preferred

Assessment

Music at Hollybush is assessed against key objectives from the National Curriculum which can be found on the skills progress document above.

Assessment takes two forms:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).