

"A mind that is stretched by a new idea, never returns to its original dimension" Oliver Wendell Holmes

Music Intent: At Crockham Hill CE Primary School, Music is an important aspect of providing our children with not only a well-rounded education, but an ability to expand and shape their lives. Through our topic-led curriculum, working in harmony with other subjects and areas of study, Music helps children grow in self-esteem, build essential skills and prepare for bright futures. Music at Crockham Hill is a life enhancement, a creative process that involves learning to play tuned and un-tuned instruments, singing and musical appreciation, that can be enjoyed by all, no matter their ability or barriers to learning. At the end of Y6, children will have experienced the sheer enjoyment of listening to and performing music that we hope will never leave them.

	R	1	2	3	4	5	6
Performing	Learn rhymes, poems and songs in pairs and groups, increasingly matching the pitch and following the melody.	Take part in singing a variety of songs	Take part in singing accurately following the tune (melody)	Sing songs in tune from memory.	Sing songs in tune with expression and showing control. Pronounce words within a song clearly (diction)	Sing in tune from memory with control, breathing well and using clear diction	Perform confidently and fluently in a range of solo and ensembles using voice and instruments.
		Follow instructions on how and when to sing or play an instrument	Play tuned and un-tunes instruments with some control.	Show control when singing and playing instruments e.g ocarina	Play instruments with care so they are clear e.g. ukuele, clarinet	Play an accompaniment on an instrument (glockenspiel, drum, cymbal etc.)	Use a variety of musical devices including melody, rhythms and cords in different tuned and un-tuned instruments e.g. recorder Sustain a drone or melodic ostinato to accompany singing.
	Combine different movements with ease and fluency.	Explore ways to play instruments such as shaking, hitting, plucking and scraping.	Handle and play instruments with control.	Perform with an awareness of others.	In a group, sing and play being aware of what the others are singing or playing.	Create performances that are appreciated by the audience.	Perform alone and in a group, displaying a range of techniques.
		Imitate changes in pitch	Make and control high and low sounds (pitch) long and short sounds (duration), and loud and quiet sounds (dynamics) using voice and instruments.	Repeat melodic phrases and play them by ear. Understand that improvisation is making up your own tune within boundaries and is not written down.	Maintain a simple part within a group. Improvise with 2 notes later building to 3.	Hold a part in a round. Improvise with 5 notes or a pentatonic scale.	Sing harmony part confidently and accurately.
	Listen to and copy simple sounds	Copy a mixture of different sounds (long and short, loud and quiet, high and low)	Create a mixture of different sounds (long and short, loud and quiet, high and low)	Carefully choose sounds and order them to create an effect (including use of ICT)	Compose melodies and songs using simple repeating patterns (including use of ICT)	Create rhythmic patterns and tunes with an awareness of timbre and duration. (including use of ICT)	Create music which reflects given intentions and uses notation as support for performance. (including use of ICT) Use digital technologies to compose, edit and refine pieces of music

Composing	Make a simple sequence of two sounds. Adapt sound to be faster/slower, quieter/louder.	Copy a mixture of different sounds (long and short, loud and quiet, high and low)	Create a mixture of different sounds (long and short, loud and quiet, high and low)	Carefully choose sounds and order them to create an effect (including use of ICT)	Compose melodies and songs using simple repeating patterns (including use of ICT)	Create rhythmic patterns and tunes with an awareness of timbre and duration. (including use of ICT)	Create music which reflects given intentions and uses notation as support for performance. (including use of ICT)
	Create and repeat a simple phrase of song.	Copy sounds that represent different things (moods feelings, animals)	Choose and sequence long and short sounds to create an overall effect using a variety of objects and body parts. EG clapping rhythms.	Create short rhythmic phrases and musical patterns.	Combine and control sounds to create an effect.	Combine a variety of musical devices, including melody, rhythm and chords in order to gain a defined effect.	Create songs with verses and a chorus that convey the relationship between the lyrics and the melody.
					Use drones and melodic ostinato (based on the pentatonic scale).	Create accompaniments for tunes using drones or ostinato.	Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect.
Transcribing	N/A	N/A	Use invented symbols to represent simple rhythmic patterns.	Invent symbols to indicate when to play and rest.	Use invented symbols/notations to represent own piece of music.	Use standard musical notation alongside invented symbols to record own compositions.	Accurately use standard musical notation to record own compositions.
				Recognise some notes on the musical stave.	Recognise the notes EGBDF and FACE on the musical stave.	Read all notes accurately on the musical stave.	Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
					Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Use the symbols for a crotchet, minim and semibreve to indicate how many beats to play in own compositions.	Use and understand simple time signatures Understand the use of the # (sharp) and (flat) symbols

Describing	Listen carefully to rhymes/songs, paying attention to how they sound.	Listen for different types of sounds in music	Listen and recognise changes in pitch, duration and dynamics and how this affects the mood in music	Listen carefully to music recognising the build-up of different layers eg different instruments	Listen to and evaluate a wide range of live & recorded music, including that from different cultures & times Talk about the effect of layers of sound on mood and feelings	Evaluate music using musical vocabulary to identify areas of like and dislikes in my own and others' music.	Understand how lyrics reflect cultural context and have social meaning and use this to enhance their own compositions. Describe how lyrics often reflect the cultural context of music and have social meaning.
	Listen carefully to simple tunes and move to them.	Recognise that sections of music can sound the same or different	Recognise that songs have a structure eg verse – chorus-verse or verse, middle, end	Describe music using: pitch, tempo and beat.	Describe music using: timbre, duration, pitch, beat, tempo, texture Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.	Evaluate how music is affected by changes in timbre, duration, pitch, beat, tempo, texture.	Evaluate how music changes using a wide range of music vocabulary such as; pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments ,cyclic patterns and cultural context.
		Identify groups of instruments	Identify and name a range of instruments			Identify strengths and weaknesses in my own music	Refine and improve my work
	Begin to make movements in time to a strong pulse or beat.	Start to identify the beat in music	Recognise fast, medium & slow tempos in a range of music				Appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing