Overarching Curriculum Intent

"***Whatever you do, work at it with all your heart***", Colossians 3:23

At John Fletcher of Madeley, we ensure the individual pupil is at the heart of everything we do, taking into account background, SEND, ability, based on our key Christian Values:

Hope and Aspiration ***"We believe we can"***
To inspire our learners and the community to see learning as a joy: a gateway to a successful future.

- To develop flourishing learners - with children recognising and building their new knowledge.
- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.

Resilience and Perseverance ***"We know we can"***

- To allow children to learn about themselves as learners: to have a positive mindset and be able to have the self-belief to work through something when it is difficult.
- To develop pupils that are able to learn for themselves and respond positively to challenges.

Compassion and Forgiveness ***"Together we can"***

- Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.

This will be achieved by providing longer periods of time to learn in depth and allow for spaced repetition for overlearning and first hand experiences to enhance the context by which children access and consolidate knowledge where possible.

Music - Age Related Statutory Coverage

EYFS	Key Stage 1	Key Stage 2
At John Fletcher of Madeley school we want the children in Reception to know the following by the end of the year: • **Listen attentively, move to and talk about music, expressing their feelings and responses.**	• use voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instrumentsmusically • listen with concentration and understanding to a range of	• play and perform in solo and ensemble contexts, using their voicesand playing musical instruments withincreasing accuracy, fluency, control and expression • improvise and compose music for

• **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.**	high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	arange of purposes using the inter- related dimensions of music • listen with attention to detail and recall sounds with increasing auralmemory • use and understand staff and othermusical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from differenttraditions and from great composersand musicians • develop an understanding of the history of music.

Music: Vocabulary Map		
EYFS	Key Stage 1	Key Stage 2
GENERAL	GENERAL	GENERAL
Design	**Design**	**Design**
• Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song	Year 1 – as EYFS plus: • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat	Year 3 – as Key Stage One plus: • names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics

Sounds	• tambourine • tempo • triangle • tune • voice Year 2 – as Year 1 plus • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume	• melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • stepwise movement • structure • theme • unison • woodblock • xylophone Year 4 – as Year 3 plus: • harmony • improvise • leaping (large interval between two notes) • pentatonic Year 5 – as Year 4 plus: • Accent • bass • notation • texture • timbre Year 6 – as Year 5 plus: • diction • interval • syncopation

Early Years – Music					
Performing		**Composing**		**Appraising**	
• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments?		• Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially?		• Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel?	
Early Years - Greater Depth					
• Can they perform a rhythm?		• Can they begin to sequence sounds to create a rhythm or beat? • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)		• Can they identify reasons why they like some music more than others?	
Autumn 1 **Marvellous me!**	**Autumn 2** **Celebrations and Festivals**	**Spring 1** **Dragons**	**Spring 2** **Under the sea**	**Summer 1** **Down on the Farm**	**Summer 2** **Once upon a time(fairy tales)**
Children sing songs - Nursery rhymes - Harvest Festival songs of thanks Expressing our emotions using instruments	Christmas songs for celebration Diwali music Chinese Music – drums and dragon dancing Listen to music and make their own dances in response. Christmas songs/poem; take part in a Christmas production singing songs in a group with actions performed in time to the music.	Read George and the Dragon and put actions to the story. Is the dragon a friendly dragon? How do you know? Children retell story using actions. What is the best music for your dragon/ How would you change the music for the different types of dragons? Encourage the children to experiment with sound and percussion by making castle noises, such as 'dragon	-Exploring instruments -making up own rhythms -discussing instruments Sing songs Ocean / sea songs Making up own songs Explore using different percussion instruments to represent different sea creatures.	Use different percussion instruments to represent different farm animals Compose a piece of music to send animals to sleep and to wake them up again / farm animal compositions Farm songs – 5 little ducks, 5 little speckled frogs, Farmer in the Den, 10 fat sausages, Old Macdonald had a farm	Set up a stage area with Three Little Pigs Songs and Rhymes for children to sing. Encourage the children to make their own songs Explore ways of moving like the different characters in the Goldilocks, e.g. Daddy Bear is large and slow and Baby Bear is little and lively. Provide a range of percussion instruments and noise makers for the children to use to create sound effects for Goldilocks and the

	Chinese music and composition- watch videos from festivalchildren are to discuss what they see. Exploring sound (using different instruments and exploring how to make different sounds e.g. pitch and volume).	stomps' (stomping feet) and 'sword swishes' (moving arms).			characters. What instrument would be best for Daddy/Baby etc.? Sing the rhyme London Bridge is Falling Down and encourage children to make arch shapes with their arms for others to go under. Billy Goats Gruff story

Year 1 – Music		
Performing	**Composing**	**Appraising**
• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? **Listening** • Respond to different moods of music, in different ways	• Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose?	• Can they form an opinion to express how they feel about a piece of music? • Can they recognise repeated patterns? • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel?
Year 1 - Greater Depth		
• Can they perform a rhythm to a steady pulse?	• Can they repeat (short rhythmic and melodic) patterns? • Can they give a reason for choosing an instrument?	• Can they identify what different sounds could represent and give a reason why? • Can they identify texture - listening for whether there is more than one sound at the same time? • Can they identify musical structure in a piece of music (verse, chorus etc.)?

Year 2 – Music		
Performing	**Composing**	**Appraising**
• Can they follow the melody using their voice or an instrument? • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a steady pulse?	• Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener?	• Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight? • Can they evaluate and improve their own work and give reasons? **Listening** • Listen to simple inter-related dimensions of music • Verbally recall what they have heard with simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike
Year 2 - Greater Depthnter		
• Can they understand the importance of a warm up? • Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?	• Can they use simple structures (e.g. repetition and order) in a piece of music? • Do they know that phrases are where we breathe in a song?	• Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

Year 3 – Music		
Performing	**Composing**	**Appraising**
• Do they sing songs from memory with increasing expression, accuracy and fluency? • Do they maintain a simple part within an ensemble? • Do they modulate and control their voice when singing and pronounce the words clearly? • Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? • Can they improvise (including call and response) within a group using the voice? • Can they collaborate to create a piece of music? **Listening** • Describe music using appropriate vocabulary • Begin to compare different kinds of music • Recognise differences between music of different times and cultures	• Can they create repeated patterns using a range of instruments? • Can they combine different sounds to create a specific mood or feeling? • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures? • Can they use silent beats for effect (rests)? • Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?	• Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? • Can they evaluate and improve their work, explaining how it has improved using a success criterion? • Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? • Are they able to recognise a range of instruments by ear? • Can they internalise the pulse in a piece of music? • Can they identify the features within a piece of music?
Year 3 - Greater Depth		
• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	• Can they create accompaniments for melodies? • Can they compose a simple piece of music that they can recall to use again? • Do they understand metre in 4 beats; then 3 beats?	• Can they recognise changes in sounds that move incrementally and more dramatically? • Can they compare repetition, contrast and variation within a piece of music?

Year 4 – Music		
Performing	**Composing**	**Appraising**
• Can they perform a simple part of an ensemble rhythmically? • Can they sing songs from memory with increasing expression, accuracy and fluency? • Can they improvise using repeated patterns with increasing accuracy and fluency? **Listening** • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and ostinato • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody	• Can they use notations to record and interpret sequences of pitches? • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance?	• Can they explain why silence is used in a piece of music and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
Year 4 - Greater Depth		
• Can they use selected pitches simultaneously to produce simple harmony?	• Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast?	• Can they identify how a change in timbre can change the effect of a piece of music?

Year 5 – Music		
Performing	**Composing**	**Appraising**
• Can they sing and use their understanding of meaning to add expression? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? • Can they maintain their part whilst others are performing their part? **Listening** • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect	• Can they begin to use standard notation? • Can they use their notations to record groups of pitches (chords)? • Can they choose the most appropriate tempo for a piece of music? • Can they use technology to compose music which meets a specific criterion? **Listening** • Identify cyclic patterns – verse and chorus, coda • Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music	• Can they describe, compare and evaluate music using musical vocabulary? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music? • Can they contrast the work of established composers and show preferences?
Year 5 - Greater Depth		
• Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	• Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	• Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Year 6 – Music		
Performing	**Composing**	**Appraising**
• Can they begin to sing a harmony part? • Can they begin to perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? **Listening** • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion	• Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)	• Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music?
Year 6 - Greater Depth		
• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	• Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	• Can they appraise the introductions, interludes and endings for songs and compositions they have created?

John Fletcher of Madeley Music Progression Grid 2021 - 2022

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