**At Cotton End Forest School, Music is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.**

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| **EYFS**  **Expressive Arts and Design**  Sing a range of well-known nursery-rhymes and songs  Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  **Communication and Language**  Listen carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems and songs |

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| **EYFS** | |
| **Singing** | Enjoy singing  To join in with singing known nursery rhymes, new songs and rhymes using simple actions |
| **Playing** | Play simple un-tuned and tuned percussion instruments, knowing when to start and stop  Handle and play un-tuned percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence.  Play softly or loudly by following simple hand instructions.  To have respect for musical instruments. |
| **Improvising and composing** | Add appropriate sounds to a story.  Participate in a group to make simple music ideas (e.g. marching, clapping,). |
| **Listening** | Respond to music with movement.  To sit and listen to a piece of music. |

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|  | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | **Year 5** | **Year 6** |
| **Singing**  Whole school Christmas singing concert | Enjoy singing with others.  Sing in unison, range 3-5 notes.  Show good posture.  Sing loudly and softly with control.  Sing with a steady pulse.  Class singing | | Sing with expression and communicate context of song.  Use talking, singing (head voice), whisper, squeaky and “monster” voice.  Sing broadly in tune within a limited pitch range.  Show awareness and blend with others when singing.  Join in with actions and story-telling and invent relevant actions.  Sing back simple melodic idea.  Singing with external teacher from Bedford Borough Music. | | Sing with appropriate phrasing /breathing.  Sing in two parts (e.g. a round in a large group)  Sing with clear diction.  Sing songs from 3 different musical genres (e.g. rock, folk, traditional, historical, lullaby).  Sing songs from 3 different cultures/religions (e.g. African chant, Gospel, Raga, Hymns). | | Sing with even tone across the dynamic range with clear open vowels.  Sing with facial expression and good posture.  Sing a short simple solo. | Sing with a range beyond an octave.  Breathe without interrupting the musical line.  Sing pieces in two parts that have contrasting melodies and countermelodies.  Make adjustments to intonation. | Maintain good intonation throughout whole song.  Sing from simple traditional notation and follow the score.  Sight sing from simple notations. |
|  | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | **Year 5** | **Year 6** |
| **Playing** | Keep a steady pulse with some accuracy, (e.g. through tapping, clapping, marching and playing).  Keep a steady tempo in a group and be able to respond to simple changes in tempo.  Follow simple instructions of how and when to play.  Make and control long and short sounds.  Copy changes in pitch - high and low.  Copy back simple rhythms.  Clap/play syllables of words. | | Join in and stop as indicated.  Respond to musical cues (e.g. loud, soft, fast and slow).  Repeat longer rhythmic patterns.  Clap back a different simple rhythm.  Show awareness and blend with others when performing.  Explore and create different effects on instruments.  Respond to and understand a basic form of pitch and rhythm notation (e.g. simple or graphic notation).  Demonstrate the difference between pulse and rhythm. | | Perform simple melody in an ensemble context (e.g. pentatonic melody with a drone).  Interpret simple graphic score.  Perform simple 4 beat rhythms from traditional notation (e.g. crotchet, quaver, crotchet rest).  Keep a steady pulse in a group and solo.  Self-correct when going out of time.  Perform an accompaniment part accurately  (e.g. drone, rhythmic part). | | Identify and perform more complex rhythms (e.g. crotches, quavers, minims).  Perform a simple melody in 2 parts with ‘step by step’ movement.  Perform demonstrating at least 2 techniques on an instrument (e.g. Glockenspiel- letting the beater bounce back, vibrato).  Perform rhythms that are longer than 2 bars (crotches, quavers, minims, crotchet rest).  Follow a conductor and accurately adapt to changes in dynamics and tempo.  Summer term – learn to play the djembe with Bedford Borough Music | Perform a melody with ‘step by step’ movement, small leaps and repetition.  Discuss and refine performances.  Decide on tempo before performance.  Lead a small group of instrumentalists and manipulate the tempo, dynamics  Perform rhythms using semibreve, semiquaver, quaver + 2 semiquaver.  Summer term – learn to play the ukele with Bedford Borough Music | Identify notes on a treble clef, including accidentals.  Perform a melody with ‘step by step’ movement, large leaps, repetition and phrasing/articulation.  Perform an accompaniment.  Perform with dynamic contrasts e.g. crescendo/dim.  Respond appropriately to changes in tempo.  Perform more complex rhythms using quaver 2 semiquaver.  Show awareness of audience and good communication when performing (e.g. setting up, starting together, watching the conductor). |
|  | | **Year 1** | | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Improvising and composing** | | Create simple musical ideas (responding to story or topic).  Make simple dynamic choices (responding to story or topic).  Make instrument choices (responding to story or topic). | | Create simple graphic score.  Choose suitable instruments to represent objects /moods/feelings.  Improvise a simple rhythmic part with others playing.  Carefully choose instruments and combine sounds for specific effect. | | Create and perform a simple graphic score on a theme.  Compose a simple rhythmic passage. (e.g. crotchet, quaver, crotchet rest).  Create a soundscape or story using a limited range of instruments- include, pitch, tempo and a start and ending. | Create a 4 bar rhythm (e.g. crotchet, quaver, minim, crotchet rest).  Layer different rhythms against each other to create piece of music.  Compose a simple rhythmic accompaniment to a melody.  Collaborate and create a short descriptive group piece with a clear introduction, development and ending.  Create and compose a short composition, focussing on changing particular musical elements e.g. tempo/texture. | Use tempo and dynamic variation.  Compose and notate a simple piece in Binary / Ternary shape. Compose melody using 5 notes and using more developed rhythmic patterns (around 4 bars).  Create a rap with an accompanying rhythm.  Compose for a particular time in history e.g. battle, fanfare, Apollo Mission. | Create four bar melodies that can be repeated.  Add performance directions e.g. where to breathe, tempo, dynamics.  Add appropriate lyrics to a melodic line.  Use ICT to compose.  Critique own and others’ work, offering specific comments and justifying these.  Compose in a given style/genre e.g. Indian raga, Reggae, Hip Hop, Rap, DJ and Blues.  **Where possible pupils should have access to a range of music technology e.g. loop apps, composing tools, amplifiers, recording equipment, microphones** |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening**  Whole school weekly music exploring composers from different countries and cultures. | Respond to different tempo in music through movement, e.g. marching, clapping.  Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music).  Understand the difference between live and recorded music.  Identify 3 percussion instruments by name and sound.  Have experience of listening to an appropriate live musical performance. | Respond to different moods in music through movement e.g. drawing /simple description (Loud /soft/fast /slow).  Describe music using adjectives, spiky, spooky, sad, happy etc.  Identify where elements change (e.g. music gets faster or louder).  Explain emotions in relation to musical ideas (It makes me feel…)  Begin to show and awareness of different genres (e.g. Where might we hear this music?).  Have experience of listening to an appropriate live musical performance. | Describe music in terms of tempo, dynamics and mood.  Identify the difference between pitched and non-pitched instruments.  Identify simple genres e.g. rock, folk and classical.  Identify classroom instruments and describe their timbre.  Have experience of listening to an appropriate live musical performance. | Identify the sound of a range of orchestral instruments e.g. brass, woodwind, string, percussion.  Identify the sound of a range of non- orchestral instruments e.g. bagpipes, organ, bass guitar, banjo.  Identify and listen to at least 3 different musicians /composers in history.  Identify the difference between 3 and 4 time.  Have experience of listening to an appropriate live musical performance. | Identify different dynamic/ tempo within the same piece of music.  Identify most orchestral instruments.  Identify a range of non-western styles, (e.g. Chinese, Indian, African).  Compare 2 versions of the same song and discuss instruments, tempo.  Identify the difference between 3 and 4 time.  Have experience of listening to an appropriate live musical performance. | Identify structure in songs.  Identify culturally different music (e.g. folk, Indian, African) and be able to describe in terms of key features (e.g. melody, instrument, tempo).  Discuss the differences in texture (e.g. string quartet, orchestra, duet).  Use traditional musical vocabulary to describe particular effects.  Critique own and others’ work, offering specific comments and justifying these.  Begin to understand some historical context- (e.g. baroque, classical and romantic).  Have experience of listening to an appropriate live musical performance. |

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| **Intent**  At Cotton End Forest School we recognise the importance of music and aim make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences during their time at school through which we aim to build up the confidence of all children. We believe that singing and performance lies at the heart of good music teaching. Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We also teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children will develop their language and vocabulary including descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces. The children are given the opportunity to learn instruments both individually and as a whole class and music is celebrated through performances within school and to parents and the wider community. Through Forest School and outdoor learning opportunities we encourage children to explore music in their natural environment and use and extend the skills learnt in music to enhance all aspects of learning in school. |

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| **Implementation**  The curriculum map for music follows the recommendations outlined in the National Curriculum and supports the relevant areas of learning in the Development Matters document for the EYFS Early Learning Goals. It enables us to track the progress in five main strands of music: singing; playing; improvising and composing and listening. The overview outlines the outcomes relevant for each year group but also allows support for pupils who are working at a lower or higher level in some strands. Music lessons are delivered by the class teacher using the Music Express scheme. This scheme offers planned learning opportunities for children to explore the different aspects of music within their year group, allowing for a natural progression through the strands. In Key Stage 1, the musical aspects of learning are developed through singing songs, speaking chants and rhymes and using voices expressively and creatively. The children are encouraged to explore tuned and un-tuned instruments further, experimenting, creating and combining sounds. Listening skills are also further developed with opportunities for the children to experience a range of different musical genres and styles. As children move into Key Stage 2 they will be encouraged to extend their musical abilities through performing using both voices and playing instruments and begin to have a greater understanding of musical notation. Improvisation and composition play a big part in their learning and, in addition, there is an increased focus on developing the vocabulary associated with instruments, performance directions and musical genres. They will also have more opportunities to appreciate a wide range of music from different cultures, traditions and composers. |

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| **Impact**  We believe that all our pupils, regardless of ability or need will have improved confidence and general well-being as a result of the music teaching in school. Through class lessons, assemblies, musical productions and performances pupils will have opportunities to demonstrate and celebrate individual talents. Concerts and performances will enhance parental engagement and foster links with other schools and the local community. As well as developing a love for music, the children will improve skills essential for learning in other curriculum areas. The designated music room will allow the children to experience their music lessons in a well-planned learning space. Through music learning, children will explore the diversity of their community and the World and have a greater sense of Cultural Capital. Music will be loved by all children and they will have had a greater opportunity to develop their own creativity. They will experience the pure enjoyment that music can provide. |