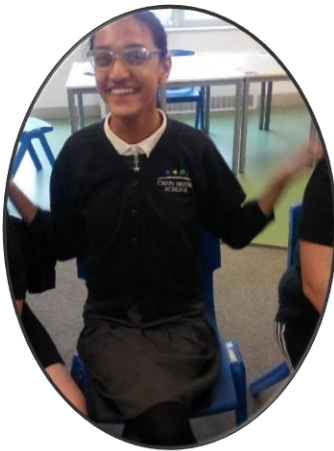




## Music Policy



Review date:	July 2024
Review date:	
Review date	

## **Statement of Intent**

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire learners to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As learners 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.” (National Curriculum 2013)

At Cann Bridge School, we believe that music positively impacts mood and increases self-esteem. As well as supporting learners on an emotional level, delivering a high-quality music curriculum can support learners with; coordination, concentration, memory, language and reasoning.

Our aims are:

- To deliver a Music curriculum that aligns with the National Curriculum
- To Provide a curriculum that offers opportunities for learners to experience and engage with a range of historical periods, genres, styles and traditions.
- To support learners to learn to sing and to use their voices, to create and compose music on their own and with others, to have the opportunity to learn a musical instrument and to use technology appropriately.
- To give learners opportunities to understand and explore how music is created. To learn about; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Implementation**

The Music curriculum is delivered through the Charanga Musical School Schemes. Our engagement learners follow the ‘Anyone can Play’ Scheme. This is an accessible set of progressive units with lesson plans suitable for younger students or students at any point on the learning difficulty spectrum.

Our subject specific learners follow the ‘Original Scheme’. This Scheme meets all the statutory curricular requirements of the National Curriculum for England. It is recognised by Ofsted and is multi-award-winning.

## **Impact**

Learners will have access to a fun and engaging curriculum which is accessible to all. Learners will build upon previously learnt knowledge and skills as they progress through their key stages. Every music lesson will provide opportunities for learners to develop their skills in listening and responding to different styles of music, exploring and creating music using their voices and instruments, singing and playing and sharing and performing.

Charanga Musical School Units of Work enable learners to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, learners can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

## **Monitoring, Evaluation, and Review**

The impact of the Music curriculum will be monitored and evaluated through;

- Documentation of learning via Evisense
- Monitoring of planning
- Lesson walks and observations
- Pupil progress reviews
- EHCP reviews

## **Music in EYFS**

Music is taught across the day within the continuous provision, through interactions with adults. It is also taught as its own discrete session once a week through a half termly rotation. Learners are given opportunities to discover and explore different instruments as well as developing their singing skills. Learners exposed to a range of musicians and music genres.

## **Music in KS1, 2, 3 & 4**

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

## **Music in KS5**

In Key Stage 5, learning become more personalised to ensure that learners are well-prepared for their next steps in education, employment, training, and life. Personalised learning programs are tailored to meet the needs and interests of individual learners and therefore, Music becomes an optional subject.

For those learners who wish to study Music further, they will follow the CREATE scheme which is a collaboration between Charanga and Transformance Music. Transformance Music use iPads to inspire and nurture school-age composers, improvisers and performers. The projects that make up CREATE are the culmination of extensive work in SEND and alternative provision settings over several years including as part of the Brighter Future project.

## **Engagement Learners**

Learners who are not able to access the Charanga Original Scheme, will follow the ‘Anyone Can Play’ Scheme.

This is an accessible set of 24 progressive units which are topic-based and presented in groups of six, each focusing on a specific musical skill or concept. The Units are broadly progressive and designed to support a half-term of work.

## **Accreditation and Assessment**

### **Arts Award: Discover, Explore, Bronze**

Learners in key stage 4 and 5 will have the opportunity to complete the Arts Award. Arts Award is open to anyone aged 25 and under. Through Arts Award, learners and young people develop creative and critical skills, set themselves challenges, explore the arts, share their achievements and can gain a recognised qualification.

Arts Award's mission is to support learners and young people to enjoy the arts, to connect with and take part in the wider arts world, and develop creativity, communication and leadership skills. Arts Award reflects many different interests and ambitions, encourages individual development and helps learners and young people to define their creative futures.

Arts Award recognises a wide range of arts and cultural activities:

- Performing arts (such as music, dance, drama, storytelling, circus, mime, carnival, musical theatre)
- Visual arts, craft and design (such as drawing, painting, ceramics, sculpture, textiles, printmaking, fashion, design, architecture)
- Literature (such as poetry, fiction, journalism, scriptwriting, storytelling)
- Digital and media (such as 'digital making' using code, as well as photography, film, video, broadcasting, web design, multimedia games design)
- Heritage activities including visits, workshops and projects with museums and heritage venues, provided the focus is on arts knowledge, appreciation and skills
- Combinations of any of these art forms

### Music Rolling Programme: Original Scheme

Year group	Termly Topic		
	Autumn	Spring	Summer
EYFS	Music and Performance Traditional Music - Christmas Carols	Music and Movement Popular Music - class favourite popular music songs	Music and Performance Artistic Music - Peter and the Wolf
KS1 Year 1	Me!	My Stories	Everyone
KS1 Year 2	Our World	Big Bear Funk	Reflect, Rewind, Replay
KS2 Year 1	Hey You!	Rhythm in the way we walk and Banana Rap	In the Groove
KS2 Year 2	Round and Round	Your imagination	Reflect, Rewind, Replay
KS2 Year 3	Ho Ho Ho	Hands, Feet, Heart	I Wanna Play in a Band
KS2 Year 4	Zootime	Friendship Song	Reflect, Rewind, Replay
KS3 Year 1	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds
KS3 Year 2	The Dragon Song	Bringing Us Together	Reflect, Rewind, Replay
KS4 Year 1	Mama Mia	Glockenspiel Stage 2	Stop
KS4 Year 2	Lean on Me	Blackbird	Reflect, Rewind, Replay
KS4 Year 3	Livin' on a Prayer	Classroom Jazz 1	Make you feel my love
KS5 Year 1	Music at KS5 is optional Learners taking music will follow the 'Create' Schemes from Charanga. Create: Make a Music Video Create: Music to Dance to Create: Improvise and Groove		
KS5 Year 2			

## Music Rolling Programme: Anyone Can Play Scheme

Year group	Termly Topic		
	Autumn	Spring	Summer
EYFS	Music and Performance Traditional Music - Christmas Carols	Music and Movement Popular Music - class favourite popular music songs	Music and Performance Artistic Music - Peter and the Wolf
KS1 Year 1	1 Introducing Instruments	2 Exploring Instruments	3 Choosing Instruments
KS1 Year 2	4 Introducing Sway	5 Introducing March	6 Introducing Loud and Quiet
KS2 Year 1	8 Imitation	9 Waltz	10 March
KS2 Year 2	11 Loud and Quiet	12 Boogie Train	13 Instrumental Skills
KS2 Year 3	14 Right Sound/Right Time	15 Playing in a Group	16 Directing
KS2 Year 4	17 Shake-Tap-Ring	18 Shhh!	19 Playing Quietly
KS3 Year 1	20 Using Cue Cards	21 Composition	22 Patterns
KS3 Year 2	23 Pulse	24 Pitch	<i>(Begin Original Scheme unit 1)</i> Me!
KS4 Year 1	My Stories	Everyone	Our World
KS4 Year 2	Big Bear Funk	Reflect, Rewind, Replay	Hey You!
KS4 Year 3	Rhythm in the way we walk and Banana Rap	In the Groove	Round and Round
KS5 Year 1	Music at KS5 is optional		
KS5 Year 2			

The Music progression of skills steps are linked to the B Squared Connecting Steps assessment documents as well as the Charanga progression steps.

- In Reception, our learners follow the Early Steps framework.
- In key stage 2, 3 & 4 learners will follow the Charanga progression steps whilst also being assessed against B squared where appropriate.
- At key stage 4 and 5, learners will be able to work towards the Arts Award criteria

## Early Steps Framework



Expressive Arts & Design; Level: 1 (0-3 months)

Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Babbles intermittently when self-stimulating	<input type="checkbox"/> Grasps objects briefly when they are placed in their hand	<input type="checkbox"/> Plays with own hands
<input type="checkbox"/> Brings their hands together at midline when moving their hands and arms	<input type="checkbox"/> Grasps objects intentionally when they have been placed in their hand by a member of staff	<input type="checkbox"/> Reaches for an object voluntarily with one hand when playing with another person
<input type="checkbox"/> Clenches hands into tight fists	<input type="checkbox"/> Holds a small object in their hand (without the thumb tucked in hand)	<input type="checkbox"/> Reacts to rhythm in movement and sounds by calming or intermittent focus
<input type="checkbox"/> Demonstrates an awareness of sound	<input type="checkbox"/> Holds objects with a variety of textures	<input type="checkbox"/> Reacts to rough texture tactile stimulus
<input type="checkbox"/> Gives intermittent reactions to the facial expressions of a familiar person during interactive play, e.g. sticks out tongue	<input type="checkbox"/> Indicates a preference by reacting positively to the start of favourite music	<input type="checkbox"/> Reacts to soft texture tactile stimulus
<input type="checkbox"/> Gives momentary attention to people in front of them	<input type="checkbox"/> Opens and shuts their hand	<input type="checkbox"/> Shows enjoyment when familiar adults copy their vocalisations
<input type="checkbox"/> Gives momentary attention to pictures put in front of them	<input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events	<input type="checkbox"/> Swipes at an object in their vicinity with the intention to interact with it
<input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)		<input type="checkbox"/> Watches their own hand movements briefly
<input type="checkbox"/> Grasps a variety of textures		<input type="checkbox"/> Babies, toddlers and young children will be learning to notice patterns with strong contrasts and be attracted by patterns resembling the human face. [DM 2021]



# Expressive Arts & Design; Level: 2 (3-6 months)

Name: \_\_\_\_\_

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Attempts to copy facial expressions	<input type="checkbox"/> Initiates vocal play by chuckling when not engaged with a member of staff	<input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences
<input type="checkbox"/> Attempts to grab objects of interest using a raking motion	<input type="checkbox"/> Initiates vocal play by cooing when not engaged with a member of staff	<input type="checkbox"/> Touches a variety of textures with any part of the skin without demonstrating defensive behaviour
<input type="checkbox"/> Changes their facial expressions when faces disappear from view, e.g. peek-a-boo	<input type="checkbox"/> Initiates vocal play by gurgling when not engaged with a member of staff	<input type="checkbox"/> Transfers from one hand to another using a palmar grasp when engaging in exploration
<input type="checkbox"/> Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff	<input type="checkbox"/> Localises music regularly without prompting by a member of staff	<input type="checkbox"/> Turns their head to observe the environment when initiating play
<input type="checkbox"/> Explores small objects with their senses when they are placed in front of them	<input type="checkbox"/> Reaches for a desired object with their hands when provided with a variety of objects	<input type="checkbox"/> Watches the faces of speakers when interactions happen nearby
<input type="checkbox"/> Holds objects with either hand using a palmar grasp	<input type="checkbox"/> Reacts briefly to noise-making objects in their hand, e.g. shakes or looks at rattling object again for a response	<input type="checkbox"/> Watches their own hands as they move towards an object
<input type="checkbox"/> Holds their head steady when looking at a favoured object	<input type="checkbox"/> Reacts excitedly to music when sung to by a member of staff	<input type="checkbox"/> Babies, toddlers and young children will be learning to show attention to sounds and music. [DM 2021]
<input type="checkbox"/> Holds their head steady when looking at a new object		



# Expressive Arts & Design; Level: 3 (6-9 months)

Name: \_\_\_\_\_

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Acknowledges very quiet noises, e.g. when a member of staff whispers to them	<input type="checkbox"/> Imitates the actions of others during interactive play	<input type="checkbox"/> Recognises their reflected self by making intentional movement and watching reaction when shown a mirror
<input type="checkbox"/> Babbles tunefully using musical tones when vocalising to themselves or others	<input type="checkbox"/> Imitates the expressions of others during interactive play	<input type="checkbox"/> Releases objects by dropping them when their interest has diminished
<input type="checkbox"/> Babbles two or three words repeatedly when playing	<input type="checkbox"/> Looks at events by pushing up on their arms/lifting head when lying on their stomach	<input type="checkbox"/> Tracks a sound until it moves out of range when noise-making objects are passed in front of them
<input type="checkbox"/> Bounces up and down in a standing position when supported by a member of staff	<input type="checkbox"/> Looks at people by pushing up on their arms/lifting head when lying on their stomach	<input type="checkbox"/> Tracks light until it moves out of range when patterns move around quickly in the sensory room
<input type="checkbox"/> Copies a member of staff building towers of three or four blocks when playing with bricks	<input type="checkbox"/> Maintains interest in pictures for a minute while the content is named	<input type="checkbox"/> Babies, toddlers and young children will be learning to respond emotionally and physically to music when it changes. [DM 2021]
<input type="checkbox"/> Explores objects on a tray in front of them	<input type="checkbox"/> Picks up small objects securely with a pincer grip	
<input type="checkbox"/> Imitates hand-clapping with little support when clapping in a group	<input type="checkbox"/> Pushes different shapes through matching holes when encouraged to do so by an adult	



# Expressive Arts & Design; Level: 4 (9-12 months)

Name: \_\_\_\_\_

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Anticipates the results of an action with excited mannerisms when a member of staff undertakes a known activity	<input type="checkbox"/> Explores objects by banging them when given appropriate items	<input type="checkbox"/> Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons
<input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response	<input type="checkbox"/> Explores objects by dropping them when given appropriate items	<input type="checkbox"/> Mimics others' hand gestures when communicating
<input type="checkbox"/> Applies a new action to a familiar cause-and-effect activity after a previous negative response	<input type="checkbox"/> Explores objects by shaking them when given appropriate items	<input type="checkbox"/> Mimics others' intonation when communicating
<input type="checkbox"/> Babbles repetitive sounds regularly when vocalising to themselves or others, e.g. "Ba-ba-ba"	<input type="checkbox"/> Explores objects by sliding them when given appropriate items	<input type="checkbox"/> Mimics others' mouth movements when communicating
<input type="checkbox"/> Communicates surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed	<input type="checkbox"/> Explores objects by tearing them when given appropriate items	<input type="checkbox"/> Moves to music rhythmically when songs are sung in class
<input type="checkbox"/> Copies a member of staff to knock down towers when playing with bricks	<input type="checkbox"/> Explores objects using a range of body parts when given appropriate items	<input type="checkbox"/> Moves to music with enjoyment when familiar songs are played
<input type="checkbox"/> Copies simple actions using their facial expressions	<input type="checkbox"/> Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc.	<input type="checkbox"/> Observes events with interest when they are the result of their own actions
<input type="checkbox"/> Copies simple actions using their lower body	<input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.	<input type="checkbox"/> Puts different objects into containers when encouraged to do so by a member of staff
<input type="checkbox"/> Copies simple actions using their upper body	<input type="checkbox"/> Handles rough/soft objects with interest when provided with a variety of textures	<input type="checkbox"/> Scribbles on paper with a pen/pencil/crayon to imitate others when working
<input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects	<input type="checkbox"/> Identifies common objects by pointing/looking at them when they have been named	<input type="checkbox"/> Uses a preferred hand when exploring objects
<input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other	<input type="checkbox"/> Imitates specific sounds with some accuracy when communicating with a member of staff	<input type="checkbox"/> Vocalises to music melodically when songs are sung in class
		<input type="checkbox"/> Babies, toddlers and young children will be learning to explore their voices and enjoy making sounds. [DM 2021]
		<input type="checkbox"/> Babies, toddlers and young children will be learning to move and dance to music. [DM 2021]



# Expressive Arts & Design; Level: 5 (12-18 months)

Name: \_\_\_\_\_

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Actively participates in pretend play	<input type="checkbox"/> Makes vocal or body sounds in response to music	<input type="checkbox"/> Uses common/familiar objects functionally
<input type="checkbox"/> Becomes involved in their own activity	<input type="checkbox"/> Manipulates objects to make them move in different directions	<input type="checkbox"/> Babies, toddlers and young children will be learning to anticipate phrases and actions in rhymes and songs, like 'Peepo'. [DM 2021]
<input type="checkbox"/> Builds a tower of four cubes	<input type="checkbox"/> Mixes substances in water and comments on what they see	<input type="checkbox"/> Babies, toddlers and young children will be learning to explore a range of sound-makers and instruments and play them in different ways. [DM 2021]
<input type="checkbox"/> Changes pitch indiscriminately whilst babbling to themselves or others	<input type="checkbox"/> Participates in singing activities	<input type="checkbox"/> Babies, toddlers and young children will be learning to explore different materials, using all their senses to investigate them. [DM 2021]
<input type="checkbox"/> Changes volume indiscriminately whilst babbling to themselves or others	<input type="checkbox"/> Picks up and shakes objects	<input type="checkbox"/> Babies, toddlers and young children will be learning to explore paint, using fingers and other parts of their bodies as well as brushes and other tools. [DM 2021]
<input type="checkbox"/> Claps hands with others	<input type="checkbox"/> Remembers a response to an activity over extended periods of time after repeatedly engaging with it	<input type="checkbox"/> Babies, toddlers and young children will be learning to make rhythmical and repetitive sounds. [DM 2021]
<input type="checkbox"/> Copies gestures and words from members of staff	<input type="checkbox"/> Repeats an action in order to obtain a similar effect	<input type="checkbox"/> Babies, toddlers and young children will be learning to manipulate and play with different materials. [DM 2021]
<input type="checkbox"/> Creates their own words (jargon) when communicating with others	<input type="checkbox"/> Requests new colours when painting, e.g. by pointing to their selection	<input type="checkbox"/> Babies, toddlers and young children will be learning to start to make marks intentionally. [DM 2021]
<input type="checkbox"/> Explores without regard to mess, e.g. puts their hands in mud, smearing over themselves	<input type="checkbox"/> Requests new material to stick when gluing, e.g. gesturing to foil to stick to picture	<input type="checkbox"/> Babies, toddlers and young children will be learning to start to develop pretend play, pretending that one object represents another, for example, a child holds a wooden block to her ear and pretends it's a phone. [DM 2021]
<input type="checkbox"/> Expresses their independence by confidently initiating conversation when playing	<input type="checkbox"/> Scribbles on paper and attends to the marks they have made when prompted by a member of staff	
<input type="checkbox"/> Feels the texture of surfaces	<input type="checkbox"/> Scribbles on paper without attending to the outcome when prompted by a member of staff	
<input type="checkbox"/> Holds objects in their hands	<input type="checkbox"/> Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story	
<input type="checkbox"/> Indicates they wish to feel the texture	<input type="checkbox"/> Sorts objects by colour when given a choice of two	
<input type="checkbox"/> Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols	<input type="checkbox"/> Stretches, tears and squashes dough into rough shapes	
<input type="checkbox"/> Listens to and engages with a range of music		
<input type="checkbox"/> Makes a pictorial representation of an object		
<input type="checkbox"/> Makes a variety of noises in response to a picture, e.g. sees car, says 'vroom'; sees cat, says 'meow', etc.		
<input type="checkbox"/> Makes marks with either hand		



Expressive Arts & Design; Level: 6 (18-24 months)

Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Categorises smells as nice or nasty	<input type="checkbox"/> Matches a picture to an object	<input type="checkbox"/> Turns a screw toy anticlockwise
<input type="checkbox"/> Categorises tastes as nice or nasty	<input type="checkbox"/> Matches pairs of objects with assistance	<input type="checkbox"/> Turns a screw toy clockwise
<input type="checkbox"/> Dances to music	<input type="checkbox"/> Matches pictures to objects with assistance	<input type="checkbox"/> Babies, toddlers and young children will be learning to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. [DM 2021]
<input type="checkbox"/> Fills a container	<input type="checkbox"/> Matches pictures to pictures with assistance	<input type="checkbox"/> Babies, toddlers and young children will be learning to join in with songs and rhymes, making some sounds. [DM 2021]
<input type="checkbox"/> Imitates a range of sounds which are loud, quiet, quick or slow	<input type="checkbox"/> Recognises that pictures tell stories	
<input type="checkbox"/> Looks at an object when it is named	<input type="checkbox"/> Shows some basic awareness of cause-and-effect	
<input type="checkbox"/> Makes a range of marks and shapes on paper with drawing tools	<input type="checkbox"/> Tries to echo a short melody with their voice	



Name:

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Asks for tool to help with a task, e.g. when flattening dough	<input type="checkbox"/> Demonstrates an understanding of how mechanical objects work, e.g. winds up a car to make it move	<input type="checkbox"/> Rolls, flattens, tears, joins and moulds pliable material
<input type="checkbox"/> Begins to use a tripod grasp	<input type="checkbox"/> Demonstrates awareness they need a tool to help, e.g. asks for scissors to help cut a material	<input type="checkbox"/> Shows preference for one hand
<input type="checkbox"/> Chooses the correct familiar material for a task from a group of three, e.g. cardboard, paper, string	<input type="checkbox"/> Explores sounds they can make with instruments	<input type="checkbox"/> Shows some control of a writing implement
<input type="checkbox"/> Chooses the correct familiar tool for a task from a group of three, e.g. paintbrush, scissors, glue	<input type="checkbox"/> Includes a variety of shapes within lines of scribble	<input type="checkbox"/> Shows some control when using a pencil
<input type="checkbox"/> Colours over picture and shows some awareness of the lines	<input type="checkbox"/> Links or joins construction toys generally independently	<input type="checkbox"/> Shows some control with a paintbrush
<input type="checkbox"/> Copies the action of a tool being used	<input type="checkbox"/> Makes large random strokes	<input type="checkbox"/> Snips with scissors
<input type="checkbox"/> Demonstrates an awareness of the purpose of simple kitchen equipment	<input type="checkbox"/> Mixes different paint colours and observes the change	<input type="checkbox"/> States what they are going to do, e.g. build, draw, paint, stick
		<input type="checkbox"/> Uses a dagger grip
		<input type="checkbox"/> Uses a pincer grip
		<input type="checkbox"/> Uses glue to join materials together
		<input type="checkbox"/> Watches the paper as they make marks
Being Imaginative & Expressive		
<input type="checkbox"/> Attempts to retell a story with support from a member of staff	<input type="checkbox"/> Listens to, and can engage with, music they have not heard before	<input type="checkbox"/> Stops and starts when the music begins and finishes
<input type="checkbox"/> Claps their own short rhythm for another to copy	<input type="checkbox"/> Moves body to music	<input type="checkbox"/> Takes part in an adult-led presentation willingly, e.g. says/signs a word when prompted in front of small group
<input type="checkbox"/> Copies a simple three beat rhythm	<input type="checkbox"/> Plays 'statues', stopping as the music stops	<input type="checkbox"/> Babies, toddlers and young children will be learning to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. [DM 2021]
<input type="checkbox"/> Demonstrates enjoyment in relation to the sounds of words	<input type="checkbox"/> Pulls faces with peers	<input type="checkbox"/> Babies, toddlers and young children will be learning to use their imagination as they consider what they can do with different materials. [DM 2021]
<input type="checkbox"/> Describes music they have heard in simple terms, e.g. fast, loud, happy, etc.	<input type="checkbox"/> Raises and lowers volume of voice	
<input type="checkbox"/> Differentiates between singing and speaking voice	<input type="checkbox"/> Recognises a specific character in different context	
<input type="checkbox"/> Gestures as a fundamental part of communication	<input type="checkbox"/> Repeats an action that created laughter	
<input type="checkbox"/> Joins in with familiar poems and songs	<input type="checkbox"/> Repeats rhymes	
	<input type="checkbox"/> Shows some awareness of others when moving	
	<input type="checkbox"/> Starts and stops performing in response to a signal from the conductor	



Name: \_\_\_\_\_

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Attempts to reassemble a toy/object	<input type="checkbox"/> Places large pieces in a puzzle board	<input type="checkbox"/> Stacks three items in size order
<input type="checkbox"/> Copies a circle	<input type="checkbox"/> Places the correct shapes in a shape sorter	<input type="checkbox"/> Suggests what colour they would like to make an object, e.g. I want to draw a red fish
<input type="checkbox"/> Demonstrates curiosity in new foods	<input type="checkbox"/> Plays with sand	<input type="checkbox"/> Takes the lid off to find an object placed in a container
<input type="checkbox"/> Demonstrates good pencil control	<input type="checkbox"/> Pulls, pushes or spins an object to see how it moves	<input type="checkbox"/> Threads three large beads onto a string
<input type="checkbox"/> Demonstrates pleasure in food they have helped to prepare	<input type="checkbox"/> Puts large round pegs into peg board	<input type="checkbox"/> Tries to balance one object on top of another
<input type="checkbox"/> Feels and simply describes the substance they have mixed	<input type="checkbox"/> Puts rings on a stacker	<input type="checkbox"/> Turn a screw toy to the left
<input type="checkbox"/> Follows a simple pattern on a lacing card	<input type="checkbox"/> Rolls a rough ball in malleable material	<input type="checkbox"/> Turn a screw toy to the right
<input type="checkbox"/> Listens to talk with interest but becomes easily distracted	<input type="checkbox"/> Screws and unscrews jar lids	<input type="checkbox"/> Unwraps a small object
<input type="checkbox"/> Manipulates a dial	<input type="checkbox"/> Scribbles in circles	
<input type="checkbox"/> Matches 2D shapes	<input type="checkbox"/> Squeezes a ball, dough, etc.	
<input type="checkbox"/> Matches colours	<input type="checkbox"/> Separates pictures and writing	
Being Imaginative & Expressive		
<input type="checkbox"/> Completes a familiar phrase when a member of staff communicates part of it	<input type="checkbox"/> Makes predictions in familiar stories	<input type="checkbox"/> Shows enjoyment in saying a new word
<input type="checkbox"/> Demonstrates pleasure in finding objects in picture books which relate to questions	<input type="checkbox"/> Relates an event to their own experience	<input type="checkbox"/> Sits still for short periods of time
<input type="checkbox"/> Enjoys singing	<input type="checkbox"/> Repeats short, simple, and repetitive rhymes	<input type="checkbox"/> Smiles or laughs in response to something funny
<input type="checkbox"/> Explores different movements	<input type="checkbox"/> Says rhymes with recognisable words when playing by themselves	<input type="checkbox"/> Uses facial expression to enhance meaning
<input type="checkbox"/> Gives a commentary on their own activity	<input type="checkbox"/> Selects and implements arm movements when dancing	<input type="checkbox"/> Uses facial expression when speaking
<input type="checkbox"/> Includes intonation, pitch and changing volume when 'talking'		<input type="checkbox"/> Babies, toddlers and young children will be learning to make simple models which express their ideas. [DM 2021]

Name: \_\_\_\_\_

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Colours in a picture and tries to keep within the lines	<input type="checkbox"/> Names familiar materials or tools, e.g. glue, pencil, scissors	<input type="checkbox"/> Three- and four-year-olds will be learning to join different materials and explore different textures. [DM 2021]
<input type="checkbox"/> Explores items to find those which adhere to a specific property, e.g. objects that can bend	<input type="checkbox"/> Suggests what shape they would like to make an object, e.g. "Star biscuits"	<input type="checkbox"/> Three- and four-year-olds will be learning to listen with increased attention to sounds. [DM 2021]
<input type="checkbox"/> Gives their model/product a topic-related name	<input type="checkbox"/> Uses tools effectively on pliable material	<input type="checkbox"/> Three- and four-year-olds will be learning to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. [DM 2021]
<input type="checkbox"/> Helps to mix ingredients, watching and simply describing changes they see before and after mixing and cooking	<input type="checkbox"/> Three- and four-year-olds will be learning to begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. [DM 2021]	<input type="checkbox"/> Three- and four-year-olds will be learning to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. [DM 2021]
<input type="checkbox"/> Holds pencil correctly and with sufficient grip, most of the time	<input type="checkbox"/> Three- and four-year-olds will be learning to create closed shapes with continuous lines and begin to use these shapes to represent objects. [DM 2021]	<input type="checkbox"/> Three- and four-year-olds will be learning to sing the pitch of a tone sung by another person ('pitch match'). [DM 2021]
<input type="checkbox"/> Includes a range of materials in their work in a variety of ways, e.g. buttons, wool, beads, feathers, etc.	<input type="checkbox"/> Three- and four-year-olds will be learning to create their own songs or improvise a song around one they know. [DM 2021]	
<input type="checkbox"/> Investigates how to make sounds on different instruments	<input type="checkbox"/> Three- and four-year-olds will be learning to develop their own ideas and then decide which materials to use to express them. [DM 2021]	
<input type="checkbox"/> Investigates how to stop sound on different instruments		
<input type="checkbox"/> Names colours mainly accurately		
Being Imaginative & Expressive		
<input type="checkbox"/> Creates short melodies using a range of high and low notes	<input type="checkbox"/> Pretends to be a character, e.g. a caterpillar after reading The Very Hungry Caterpillar	<input type="checkbox"/> Three- and four-year-olds will be learning to play instruments with increasing control to express their feelings and ideas. [DM 2021]
<input type="checkbox"/> Experiments with moving to music in different ways	<input type="checkbox"/> Repeats a rhythmic pattern	<input type="checkbox"/> Three- and four-year-olds will be learning to remember and sing entire songs. [DM 2021]
<input type="checkbox"/> Improvises a simple rhythm	<input type="checkbox"/> Responds to others in role play situations	<input type="checkbox"/> Three- and four-year-olds will be learning to respond to what they have heard, expressing their thoughts and feelings. [DM 2021]
<input type="checkbox"/> Joins in a small group rhyme or story activity	<input type="checkbox"/> Sings familiar songs with others, starting and stopping at the correct time	<input type="checkbox"/> Three- and four-year-olds will be learning to show different emotions in their drawings and paintings, for example, happiness, sadness, fear. [DM 2021]
<input type="checkbox"/> Knows when to begin/stop playing or singing in echo activity	<input type="checkbox"/> Uses gestures to represent action words in a story or song	<input type="checkbox"/> Three- and four-year-olds will be learning to take part in simple pretend play, using an object to represent something else even though they are not similar. [DM 2021]
<input type="checkbox"/> Makes different shapes with their body while in touch with the ground	<input type="checkbox"/> Three- and four-year-olds will be learning to draw with increasing complexity and detail, such as representing a face with a circle and including details. [DM 2021]	<input type="checkbox"/> Three- and four-year-olds will be learning to use drawing to represent ideas like movement or loud noises. [DM 2021]
<input type="checkbox"/> Participates actively in singing activities from a range of styles and cultures	<input type="checkbox"/> Three- and four-year-olds will be learning to explore colour and colour mixing. [DM 2021]	
<input type="checkbox"/> Participates actively in singing activities of own choice	<input type="checkbox"/> Three- and four-year-olds will be learning to explore different materials freely, to develop their ideas about how to use them and what to make. [DM 2021]	
<input type="checkbox"/> Performs a directed role-play, e.g. says hello when pretending to answer the phone, etc.		



Name:

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Adds to a construction kit model to make it stronger or to make it move better	<input type="checkbox"/> Discusses a range of tools and their purpose	<input type="checkbox"/> Names colours consistently
<input type="checkbox"/> Attempts to change their tall structure to help it become more stable	<input type="checkbox"/> Discusses the purpose of common kitchen equipment	<input type="checkbox"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc.
<input type="checkbox"/> Attempts to cut different materials to a specific shape	<input type="checkbox"/> Draws different types of lines, e.g. curve, straight	<input type="checkbox"/> Children in reception will be learning to create collaboratively, sharing ideas, resources and skills. [DM 2021]
<input type="checkbox"/> Collects pictures that interest them in a scrapbook or on the computer	<input type="checkbox"/> Draws round shape templates	<input type="checkbox"/> Children in reception will be learning to explore and engage in music making and dance, performing solo or in groups. [DM 2021]
<input type="checkbox"/> Colours in a picture and keeps within the lines most of the time	<input type="checkbox"/> Folds, tears and cuts paper and card	<input type="checkbox"/> Children in reception will be learning to return to and build on their previous learning, refining ideas and developing their ability to represent them. [DM 2021]
<input type="checkbox"/> Creates different textures, e.g. bubbles, sponges, blots	<input type="checkbox"/> Hammers gently with support	<input type="checkbox"/> Children in reception will be learning to sing in a group or on their own, increasingly matching the pitch and following the melody. [DM 2021]
<input type="checkbox"/> Cuts thicker materials with scissors, e.g. tape, string, etc.	<input type="checkbox"/> Holds a pencil correctly	
<input type="checkbox"/> Demonstrates simple techniques e.g. mixing, stirring, rolling	<input type="checkbox"/> Joins different materials	
<input type="checkbox"/> Describes shapes, listing some properties, e.g. sides, round	<input type="checkbox"/> Marks the material where a join/cut needs to be made	
	<input type="checkbox"/> Shows an awareness of safety when using tools	
	<input type="checkbox"/> Talks about different lines, e.g. corner, curve, straight	
Being Imaginative & Expressive		
<input type="checkbox"/> Balances on different parts of the body	<input type="checkbox"/> Shows enjoyment when listening to songs	<input type="checkbox"/> Children in reception will be learning to listen attentively, move to and talk about music, expressing their feelings and responses. [DM 2021]
<input type="checkbox"/> Describes an event in a story	<input type="checkbox"/> Travels under and over equipment	<input type="checkbox"/> Children in reception will be learning to watch and talk about dance and performance art, expressing their feelings and responses. [DM 2021]
<input type="checkbox"/> Explores different types of rhythms that can be made using voice, e.g. hum or sing, etc.	<input type="checkbox"/> Tries to imitate actions of others	
<input type="checkbox"/> Improvises a simple 6-beat rhythm	<input type="checkbox"/> Waits for their turn to speak	
<input type="checkbox"/> Memorises a simple phrase or response	<input type="checkbox"/> Children in reception will be learning to develop storylines in their pretend play. [DM 2021]	
<input type="checkbox"/> Represents feelings of anger	<input type="checkbox"/> Children in reception will be learning to explore, use and refine a variety of artistic effects to express their ideas and feelings. [DM 2021]	
<input type="checkbox"/> Represents feelings of sadness		
<input type="checkbox"/> Represents feelings of love		
<input type="checkbox"/> Represents feelings of happiness		
<input type="checkbox"/> Represents feelings of fear		



Name: \_\_\_\_\_

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Constructs and remodels their artwork or product	<input type="checkbox"/> Investigates how to make a structure stronger, stiffer or more stable	<input type="checkbox"/> Children at the expected level of development will make use of props and materials when role playing characters in narratives and stories. [ELG 2021]
<input type="checkbox"/> Demonstrates different grips, e.g. for stirring, cutting	<input type="checkbox"/> Makes models using a range of tools (under supervision)	<input type="checkbox"/> Children at the expected level of development will share their creations, explaining the process they have used. [ELG 2021]
<input type="checkbox"/> Draws lines with a ruler	<input type="checkbox"/> Mixes colours and makes adjustments to the colour	<input type="checkbox"/> Children at the expected level of development will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. [ELG 2021]
<input type="checkbox"/> Draws, identifies, matches and creates different lines	<input type="checkbox"/> Peels and cuts (soft) food safely	
<input type="checkbox"/> Employs a range of simple techniques and materials in their art projects	<input type="checkbox"/> Speaks behind a puppet	
<input type="checkbox"/> Examines and explores a range of mechanisms, e.g. levers, sliders, wheels and axles	<input type="checkbox"/> Uses cameras to take still and moving pictures	
<input type="checkbox"/> Identifies and describes patterns	<input type="checkbox"/> Uses materials to make objects for a purpose	
	<input type="checkbox"/> Uses props in roleplay	
Being Imaginative & Expressive		
<input type="checkbox"/> Changes their voice when in role	<input type="checkbox"/> Mouths or chants the words in time with an accompaniment	<input type="checkbox"/> Uses familiar themes in role play
<input type="checkbox"/> Combines actions with words to represent basic emotions, e.g. anger, fear, happiness, love, sadness, etc.	<input type="checkbox"/> Moves at different speeds in a performance	<input type="checkbox"/> Uses gesture in place of specific words, e.g. heads, shoulders, knees, and toes
<input type="checkbox"/> Completes call and response melodies choosing from different voices, e.g. singing or humming	<input type="checkbox"/> Repeats a 6-beat rhythmic pattern	<input type="checkbox"/> Uses their body to represent the shape of different objects, e.g. chair, train, flower
<input type="checkbox"/> Demonstrates enjoyment when listening to, and participating, in verse and song with rhymes	<input type="checkbox"/> Retells simple story in group situation	<input type="checkbox"/> Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher. [ELG 2021]
<input type="checkbox"/> Discusses roles in short play	<input type="checkbox"/> Retells simple story in one-to-one situation	<input type="checkbox"/> Children at the expected level of development will perform songs, rhymes, poems and stories with others, and—when appropriate—try to move in time with music. [ELG 2021]
<input type="checkbox"/> Engages in role play situations	<input type="checkbox"/> Starts playing or singing at the correct time in a familiar song or piece of music	<input type="checkbox"/> Children at the expected level of development will sing a range of well-known nursery rhymes and songs. [ELG 2021]
<input type="checkbox"/> Enhances a story or song using their own musical ideas	<input type="checkbox"/> Takes part in a group performance and delivers simple phrases with words, signs, or symbols	
<input type="checkbox"/> Follows the lead to clap or walk to a pulse	<input type="checkbox"/> Takes part in group or class play, e.g. assembly or Christmas performance	
<input type="checkbox"/> Improvises the role of a familiar character in a short scene	<input type="checkbox"/> Uses body language to enhance the events on stage	
<input type="checkbox"/> Joins in repetition in story, verse or song		
<input type="checkbox"/> Matches dynamics/tempo whilst singing with others		



Name: \_\_\_\_\_

Started:..... Completed:.....

Creating with Materials		
<input type="checkbox"/> Builds structures, exploring how they can be made stronger, stiffer and more stable	<input type="checkbox"/> Gives examples of vocabulary associated with cooking, e.g. mix, stir	<input type="checkbox"/> Recognises some standard units used to measure weight
<input type="checkbox"/> Creates rhythmic patterns which includes rests	<input type="checkbox"/> Investigates different techniques, e.g. how to create light and dark in their artwork through shapes or patterns	<input type="checkbox"/> Uses a range of materials creatively to design and make products
<input type="checkbox"/> Describes a signifier (prop) to represent a character	<input type="checkbox"/> Makes objects move using wheels, axels and/or construction kits	<input type="checkbox"/> Uses drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<input type="checkbox"/> Develops a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<input type="checkbox"/> Recognises some standard units used to measure capacity	
<input type="checkbox"/> Explores and uses mechanisms in their products, e.g. levers, sliders, wheels and axles		

Being Imaginative & Expressive		
<input type="checkbox"/> Changes their voice to represent the character that they are playing	<input type="checkbox"/> Knows when it is their turn to deliver their lines	<input type="checkbox"/> Responds to two instructions when performing music, e.g. louder and faster
<input type="checkbox"/> Decides whether their character should speak loudly or softly	<input type="checkbox"/> Learns a few short lines to perform in front of an audience	<input type="checkbox"/> Shows awareness of pitch when following the shape of a melody, when singing
<input type="checkbox"/> Decides whether their character should speak quickly or slowly	<input type="checkbox"/> Learns their part in a short dramatic dialogue	<input type="checkbox"/> Shows different viewpoints or issues in role-play
<input type="checkbox"/> Demonstrates awareness of pitch when following the shape of a melody whilst singing	<input type="checkbox"/> Participates in a simple play	<input type="checkbox"/> Speaks clearly for the audience to hear
<input type="checkbox"/> Demonstrates more control when making different types of marks with a range of media	<input type="checkbox"/> Performs a rhythm to a given pulse	<input type="checkbox"/> Stays in role throughout the drama performance
<input type="checkbox"/> Exaggerates movements when miming	<input type="checkbox"/> Recalls songs or sound patterns from memory	<input type="checkbox"/> Thinks about the speed of their movement in relation to their character
<input type="checkbox"/> Experiments with different voices	<input type="checkbox"/> Reflects the characters mood with their voice	<input type="checkbox"/> Uses props at the appropriate time in the performance, e.g. pours a cup of tea from the kettle when greeting another character
<input type="checkbox"/> Explores emotions through drama	<input type="checkbox"/> Relates their own experience and feelings to a character's in a story with specific detail	<input type="checkbox"/> Uses some mime within a performance
	<input type="checkbox"/> Represents more complex emotions, e.g. annoyance, boredom, surprise, apprehension, etc.	

**The Progression of Knowledge and Skills**  
**Subject Specific Learners**  
**Key Stage 1**

**Listen and Respond**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know 5 nursery rhymes off by heart.</li> <li>To know the stories of some of the nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>To learn that music can touch your feelings</li> <li>To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>

**Explore and Create**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music.</li> <li>To know that the words of songs can tell stories and paint pictures.</li> </ul>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Learners listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● <b>Activity A Games Track</b> Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>● <b>Activity B Copycat Rhythm</b> Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>● <b>Activity C High and Low</b> Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> <li>● <b>Activity D Create Your Own Sounds</b> Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</li> <li>● <b>Extension Activity</b> Adding a 2-note melody to the rhythm of the words. <ul style="list-style-type: none"> <li>Playing with two pitched notes to invent musical patterns.</li> </ul> </li> </ul>

Singing	
Knowledge	Skills
<ul style="list-style-type: none"> <li>To sing or rap nursery rhymes and simple songs from memory.</li> <li>Songs have sections.</li> </ul>	<ul style="list-style-type: none"> <li>To sing along with a pre-recorded song and add actions.</li> <li>To sing along with the backing track.</li> </ul>

Share and Perform	
Knowledge	Skills
<ul style="list-style-type: none"> <li>A performance is sharing music.</li> </ul>	<ul style="list-style-type: none"> <li>Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>Record the performance to talk about.</li> </ul>

**The Progression of Knowledge and Skills**  
**Subject Specific Learners**  
**Key Stage 2**

**Listen and Appraise**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know 5 songs off by heart.</li> <li>To know what the songs are about.</li> <li>To know and recognise the sound and names of some of the instruments they use.</li> <li>To know some songs have a chorus or a response/answer part.</li> <li>To know that songs have a musical style.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>

**Games**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know that music has a steady pulse, like a heartbeat.</li> <li>To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>Rhythms are different from the steady pulse.</li> <li>We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Learners will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● <b>Game 1 – Have Fun Finding the Pulse!</b> Find the pulse. Choose an animal and find the pulse</li> <li>● <b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>● <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy</li> <li>● <b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b> Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> <li>● <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</li> </ul>

Singing	
Knowledge	Skills
<ul style="list-style-type: none"> <li>To confidently sing or rap five songs from memory and sing them in unison.</li> <li>To know that unison is everyone singing at the same time.</li> <li>Songs include other ways of using the voice e.g., rapping (spoken word).</li> <li>To know why we need to warm up our voices.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> <li>Learn to find a comfortable singing position.</li> </ul>

Playing	
Knowledge	Skills
<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>Learn the names of the instruments they are playing.</li> <li>Know the names of untuned percussion instruments played in class.</li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect.</li> <li>Play a tuned instrumental part with the song they perform.</li> <li>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Play the part in time with the steady pulse.</li> </ul>

Improvisation	
Knowledge	Skills
<ul style="list-style-type: none"> <li>Improvisation is about making up your own tunes on the spot.</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Everyone can improvise and you can use one or two notes.</li> </ul>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li><b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li><b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li><b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ol>

Composition	
Knowledge	Skills
<ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>Help to create a simple melody using one, two or three notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>

Performance	
Knowledge	Skills
<ul style="list-style-type: none"> <li>A performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>

**The Progression of Knowledge and Skills**  
**Subject Specific Learners**  
**Key Stage 3**

**Listen and Appraise**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>➤ Its lyrics: what the song is about</li> <li>➤ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>➤ Identify the main sections of the song (introduction, verse, chorus etc.)</li> </ul> </li> <li>Name some of the instruments they heard in the song</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>

**Games**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Know how to find and demonstrate the pulse.</li> <li>Know the difference between pulse and rhythm.</li> <li>Know how pulse, rhythm and pitch work together to create a song.</li> <li>Know that every piece of music has a pulse/steady beat.</li> <li>Know the difference between a musical question and an answer.</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Learners will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li><b>Find the Pulse</b></li> <li><b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Clap and say back rhythms</li> <li><b>Silver:</b> Create your own simple rhythm patterns</li> <li><b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li><b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Copy back – 'Listen and sing back' (no notation)</li> <li><b>Silver:</b> Copy back with instruments, without then with notation</li> <li><b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li><b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g., happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul>

## Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>

## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, learners will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</li> </ul>

**The Progression of Knowledge and Skills**  
**Subject Specific Learners**  
**Key Stage 4**

**Listen and Appraise**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> </ul> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs e.g., if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> </ul>

**Games**

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> <li>Know the difference between pulse and rhythm</li> <li>Pitch: High and low sounds that create melodies</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Learners will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li><b>Find the Pulse</b></li> <li><b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Clap and say back rhythms</li> <li><b>Silver:</b> Create your own simple rhythm patterns</li> <li><b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li><b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li><b>Bronze:</b> Copy back – 'Listen and sing back' (no notation)</li> <li><b>Silver:</b> Copy back with instruments, without then with notation</li> <li><b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li><b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g., happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To re-join the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>

## Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>

Improvisation	
Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

Composition	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</li> </ul>

Performance	
Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>

**The Progression of Knowledge and Skills**  
**Engagement Learners**  
**Key Stage 1**

UNIT	1	2	3	4		
TITLE	Introducing Instruments	Exploring Instruments	Choosing Instruments	Introducing Sway		
<b>Areas of Engagement for the whole unit (DfE). A student:</b> (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for a great alternative to instruments and voice.)						
<b>Exploration</b>	Explores different instruments	Explores different instrument sounds using hands or beaters	Chooses an instrument to play a solo spot	Chooses a tuned percussion instrument/wind chimes to play a solo spot		
<b>Realisation</b>	Stills/animates to sounds	Stills/animates to sounds	Stills/animates to sounds	Touches/plays instrument for a short time		
<b>Anticipation</b>	Anticipates the sounds the instruments make	Anticipates the sounds the instruments make with different beaters/ways of playing or any other response	Anticipates the sounds the instruments make	Anticipates the sounds the tuned instruments make and the changes in pitch		
<b>Persistence</b>	Interacts with the instruments	Shares instruments	Interacts with the instruments	Interacts with the instruments for longer periods of time		
<b>Initiation</b>	Works independently	Works independently	Plays a solo spot with spontaneity	Plays a solo spot with spontaneity		

**The Progression of Knowledge and Skills**  
**Engagement Learners**  
**Key Stage 2**

UNIT	5	6	7	8	9	10
TITLE	Introducing March	Introducing Loud and Quiet	Contrast	Imitation	Waltz	March
<b>Areas of Engagement for the whole unit (DfE). A student:</b> (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for a great alternative to instruments and voice.)						
<b>Exploration</b>	Plays a drum with the beat using a choice of hands or beaters	Explores instruments during the 'Big Sound' section	Explores the different sounds using a variety of beaters	Explores the different sounds using their voice and/or instruments to imitate different animals	Imitates modelled sounds making a choice from different instruments	Imitates modelled sounds to follow the beat of the music
<b>Realisation</b>	Moves with the beat	Reacts to change	Reacts to the different sounds and may show preference to the different beaters	Reacts to the different sounds and may show a preference to the different instruments or voice	Reacts to music by following and feeling a beat	Reacts to music by following and feeling a beat
<b>Anticipation</b>	Will anticipate the pulse/beat through movement or any other response	Will anticipate and recognise the loud/soft sections in a piece of music	May predict the sounds different beaters make	Interprets auditory cues by imitating animal sounds using their voice or instruments	Anticipates the beat of the music	Anticipates the beat of the music
<b>Persistence</b>	Interacts with music through movement or any other response	Interacts with the instruments for longer periods of time	Interacts with the instruments and shows an interest in the sounds being produced by different beaters	Interacts with the instruments or voice and shows an interest in the sounds being produced	Plays instruments with increasing attention to the pulse of the music	Plays instruments with increasing attention to the pulse of the music
<b>Initiation</b>	Can play instruments with some awareness of style using a beater	Can play instruments with an awareness of style	Plays instruments with some awareness of style using different beaters	Plays instruments and/or their voice with some awareness of style	Investigates the pulse of the music with some degree of independence	Investigates the pulse of the music with some degree of independence

UNIT	11	12	13	14	15	16
TITLE	Loud and Quiet	Boogie Train	Instrumental Skills	Right Sound – Right Time	Playing in a Group	Directing
<b>Areas of Engagement for the whole unit (DfE). A student:</b> (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for a great alternative to instruments and voice.)						
<b>Exploration</b>	Explores and recognises when to start and when to stop playing their instruments	Explores the different sounds using their instruments to imitate different environments such as the seaside, rainforest and space	Explores the different textures when combining instruments in a group	Explores different vocal sounds and/or imitate vocal sounds on instruments	Explores different dynamics whilst playing in a group	Explores different gestures and flash cards to direct the group
<b>Realisation</b>	Interacts with visual and audio cues	Reacts to the different sounds and may show preference to the different instruments	Interacts with instruments trying different ways to play them	Discovers different ways to vocalise sounds and/or imitate vocal sounds on instruments	Responds to others in the group, interacting with what others do	Responds to others in the group, following direction of others as well as directing others
<b>Anticipation</b>	Anticipates when to play and when to stop playing through visual and audio cues	Anticipates when to play their section of the music; when to play in the chorus, when to play in the other sections	Matches images of instruments to the real thing, they anticipate the sound the instrument will make	Anticipates and vocalises or plays the “Whoosh” sound and knows when to play appropriate sounds in the correct place	Anticipates and vocalises or plays the “Splash” sound and knows when to play appropriate sounds in the correct place	Follows a ‘musical director’s’ visual directions and gestures
<b>Persistence</b>	Interacts with the instruments and shows an interest in the sounds being produced	Plays with sustained attention and the ability to change between section of music	Plays instruments with increasing attention to the mood and style of the music	Can play specified instruments with control	Can play specified instruments with control including dynamics	Uses hand movements and other gestures to direct others in their class
<b>Initiation</b>	Investigates their instruments and play with an awareness of their role in the group	Plays their section of music independently taking their cues from the music they hear	Recognises their cue to play their section of music	Can play within a group at the appropriate time without needing direction	Can play within a group at the appropriate time without needing direction	Acts with spontaneity, using a variety of gestures to direct their class

**The Progression of Knowledge and Skills**  
**Engagement Learners**  
**Key Stage 3**

UNIT	17	18	19	20	21	22
TITLE	Shake–Tap–Ring	Shhh!	Playing Quietly	Using Flash Cards	Composition	Patterns
<b>Areas of Engagement for the whole unit (DfE). A student:</b> (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for a great alternative to instruments and voice.)						
<b>Exploration</b>	Explores the different timbres of the cymbal and drum	Explores changes in dynamics whilst playing instruments	Explores quiet dynamics whilst playing an instrument	Reacts to different flash cards by matching the image to the instrument	Explores instrument sounds by choosing the order in which sounds happen and when to play	Explores patterns in sound using flash cards
<b>Realisation</b>	Will react to flash card directions	Will react to audible prompts when playing instruments	Can interact with instruments and control them to be able to play quiet sounds	Responds to others in the group, following direction of others as well as directing others	Discovers the effect of placing flash cards in different orders	Develops an understanding of more complex structures in music and the effect of repetition
<b>Anticipation</b>	Associates images with instruments and responds to visual prompts. They can also predict when to play without prompt	Will anticipate when to change dynamics	Will anticipate when to change dynamics and play quietly. They will choose instruments that can play quietly	Will respond appropriately to their cue card following the visual instruction	Will respond appropriately to their cue card following the visual instruction	Anticipates direction from their peers and follows these instructions
<b>Persistence</b>	Can play specified instruments with control	Can play a variety of instruments with greater control including dynamics	Demonstrates dexterity when playing in a solo role	Can play specified instruments with control	Can play specified instruments with control	Can play longer pieces of music following different structure patterns
<b>Initiation</b>	Can play within a group at the appropriate time without needing direction	Can play within a group at the appropriate time without needing direction	Can work as part of a group playing at the appropriate time independently without waiting for direction	Can take on a leadership role to direct the group	Can make decisions regarding the order of the piece of music	Can make decisions regarding the order of the piece of music, making more complex patterns

**The Progression of Knowledge and Skills**  
**Engagement Learners**  
**Key Stage 4**

UNIT	23	24				
TITLE	Pulse	Pitch				
<b>Areas of Engagement for the whole unit (DfE). A student:</b> (We recognise that not all students can use hands, beaters or voice; switch to adapted beaters and assistive technology for a great alternative to instruments and voice.)						
<b>Exploration</b>	Explores different tempi in music whilst playing instruments	Explores different pitches in music using tuned percussion instruments				
<b>Realisation</b>	Can recognise fast and slow pulses and respond appropriately to them	Can recognise different pitches and is able to improvise using stepwise motion				
<b>Anticipation</b>	Feels the pulse of the music and can anticipate it to maintain this pulse in balance with the track	Can choose what notes to play and can improvise in a stepwise motion.				
<b>Persistence</b>	Can maintain a regular slow or fast pulse throughout a piece of music	Has developed the skills to be able to improvise on tuned instruments				
<b>Initiation</b>	Can work independently to find the pulse of the music and recognise a fast or slow pulse	Acts with spontaneity when improvising on tuned instruments				