



The Sheepscombe School Community believes that:

Music is central to our curriculum. This is because music makes us happy, energises us, builds confidence, offers collaborative opportunities, develops our cognitive ability, helps us develop discipline as learners and promotes mental and physical wellbeing. Singing is an integral part of Sheepscombe school life, and brings all our children together regardless of age, gender, social background or ethnicity. From the start of their time at Sheepscombe school, children learn to sing together as a school. We sing for the love of singing and learn to perform without inhibition within our school and for the wider community. We learn to listen to each other and to work collaboratively; we develop a repertoire of songs we can sing by heart and as the children move through the school, they learn to sing more challenging music and to sing in smaller groups. Each child at Sheepscombe school learns to play a range of musical instruments. We recognise that working with specialised music teachers is the best way for children to develop their skills and progress, and regularly bring them into our classrooms. Within this context, our children learn to read music and develop an understanding of how music is communicated through dynamics, tempo, timbre and so forth. We also believe music can unleash creativity. We encourage our children to become composers by learning to write their own music using Garage Band. This also provides a bridge between the music of the past with its traditional compositional methods and technologies of the present and future. Our children are exposed to a wide range of music. They learn not only to recognize and appreciate the Western heritage, but have regular opportunities to listen and respond to music from around the world, from different cultures, historical periods, written and composed by a range of people.

The Music Curriculum at Sheepscombe Primary School

National Curriculum – Aims

The national curriculum for music aims to ensure that all pupils:

perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

National Curriculum – Purpose of Study

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

Early Years Foundation Stage

Music is a great platform to encourage development in early years. It provides a tool for encouraging self-expression and as an inclusive uplifting activity that can be accessed by all children, at whatever stage of development. Music helps children to tune in, it activates all areas of the brain, develops aural processing and neural responses that are the basis for communication and understanding. By tuning children into the rhythm of language children hear the patterns of sounds that we know as words and phrases. Understanding and responding comes later with practise and repetition. We give children the opportunity to absorb, copy and create musical structures within the bubbling, babbling flow of playful events which constitute their daily work. Music makes us move! Songs get children on their feet developing gross motor skills as they explore the movement of their body or fine motor skills by handling instruments. Music, like maths, is built on sequences and patterns. Children develop their thinking as they take part and respond to sequences and patterns by counting, keeping the beat, moving and playing with different rhythms. However they respond to music, whether through role-playing, creating their own actions, dancing, or even inserting their own lyrics into a song children are stretching and moulding their minds through their confidence and creativty

In EYFS and KS1 children will: Learn to sing, take part in whole class music lessons, learn to play a range of instruments through whole class ensemble with Gloucestershire Music (recorders, violin, Samba Band, PBuzz, ukulele for example), develop skills in digital music through garage band, participate in singing assemblies, the annual summer whole school musical and services that incorporate music. Listen to music each week through’ 5 minutes of listening’ and give their thoughts and opinions about what they have heard. Appreciate music from a range of cultures and countries, understand how important music is within people’s lives.

In Key Stage 2 all children will: Develop their singing skills further, take part in whole class music lessons, experience a wider range of instruments through whole class ensemble with Gloucestershire Music (flute, viola, guitar, clarinet, trumpets , drumming, for example), take part in digital music through garage band, participate in singing assemblies, lead the annual summer whole school musical and services that incorporate music. Listen to music each week through’ 5 minutes of listening’ and give their thoughts and opinions about what they have heard. Appreciate music from a range of cultures and countries, understand how important music is within people’s lives. Write the lyrics and the musical score for a song through the voice collectives project, visit a recording studio to record their work. Take part in concerts and attend the concerts of professional musicians such as through the Jazz Festival and Opera for Schools.

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hearing and Listening Anticipates changes in familiar music eg recognises and remembers when music is going to get louder, quieter or stop. Describes music, eg “scary music,	Hearing and Listening Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”	Listening Listen to, copy and repeat a simple rhythm Know how sounds are made and changed Performing	Listening Understand there are different ways of making sound (voice, body, percussion and tuned instruments, blow, strum, pluck, hit) Know music can be played or listened to for a variety of	Listening Listen to and recall sounds with increasing aural memory Describe different purposes of music in history/ other cultures Performing	Listening Use musical language to appraise a piece of music Describe different purposes of music in history/ other cultures	Listening Use musical language to appraise a piece of music Develop an increasing understanding of the history and context of music To use musical words/language to describe feelings towards the music	Listening Use musical language confidently to appraise a piece of music Develop an increasing understanding of the history and context of music To confidently recognise/identify different style indicators and different instruments and their sounds

angry music, happy music”. Can identify specific sounds in the environment eg sounds of cars, running water. Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker Matches music to pictures/visual resources. Describes the sound of instruments eg scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. Vocalising Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources. Sings in their dramatic role play, eg singing phrases such as “dinner’s ready” or “let’s go”. Repeats phrases of songs. May sing an entire song Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to. Moving and Dancing Claps or taps to the pulse of the music he or she is listening to.	Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” Associates genres of music with characters and stories. Accurately anticipates changes in music, eg when music is going to get faster, louder, slower. Use music to inspire imaginative movement Be able to copy and follow instruction. Listening and learning to sing nursery rhymes. To perform in a group. To learn the basic idea of what pitch and rhythm are Vocalising Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. Sings entire songs. May enjoy performing, solo and or in groups. Internalises music, eg sings songs inside his or her head. Moving and Dancing Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. ◀ Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. Choreographs his or her own dances to familiar music, individually, in pairs/small groups	Sing songs and chants rhymes with some expression Learn to play a simple tune on a recorder or violin Composing Recognise different instruments Explore ways of making different sounds with instruments Responding and reviewing Recognise clear changes in sounds (pitch, tempo, volume) Discuss feelings and emotions linked to different pieces of music Listening Listen to, copy and repeat a simple rhythm Know how sounds are made and changed	purposes (in history/ different cultures) Performing Improvise a simple rhythm using different instruments Learn to play a simple tune on a wind or string instrument Composing Choose and control sounds to create different moods and effects Make own sounds and symbols to make and record music Responding and reviewing Begin to describe a piece of music using musical vocabulary	Copy increasingly challenging rhythms using percussion instruments Perform in a group using voices and instruments with expression. Sing in a round Learn to play a series of tunes on a string or wind instrument Composing Confidently recognise a range of musical instruments Interpret notation of rhythm (not on a stave) Responding and reviewing Able to describe and compare moods in different pieces of music	Performing Perform in a group and alone using voices and instruments. Sing in a round and in canon Composing Develop an understanding of formal written notation, which includes minim and quavers Improvise and compose music for a range of purposes using different musical elements, e.g. timbre, pitch, texture Responding and reviewing Comment on different works and composers Provide constructive feedback to others	Performing Improvise with increasing confidence using own voice, rhythms and varied pitch Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression Composing Use and develop an understanding of formal, written notation including beats in a bar Responding and reviewing Listen and appraise using appropriate musical vocabulary, identify characteristics of a piece and repeat using voice or instrument	Performing Improvise and compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression To understand that when we sing, we should know what the song is about and how the melody and words work together Composing Compose using an understanding of music from a range of cultures, times and style using some formal notation including beats in a bar Responding and reviewing Identify features of different types of music. Analyse and compare music Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context securely.
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Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. ◁ Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar Exploring and Playing Adds sound effects to stories using instruments. Leads or is led by other children in their music making. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, eg playing a triangle	Playing and Exploring Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments. Taps rhythms to accompany words Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.						