

## Ashbourne Primary School's Music Scheme Of Work - with skills and knowledge progression

### Intent:

Music is all around us. It is creative, collaborative and celebratory, and has the power to connect us to people and places in an ever-changing world. The joy that music brings enriches every pupil through shared experiences such as whole-school singing, ensemble playing, creative exploration and listening to others perform. At Ashbourne Primary School, music is used to foster creativity, enjoyment, wonder and imagination within learning.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

Pupils develop the skills and confidence to sing and play together and to express themselves musically. Participation is encouraged through direct teaching as well as opportunities such as choir, bands, performances and individual lessons. Special assemblies provide opportunities for singing, listening to and learning about significant composers.

All pupils learn to play a range of instruments, including untuned percussion, handbells, recorders and, in Year 6, an orchestral instrument. Choirs, bands and instrumentalists perform regularly throughout the year, including concerts, community performances and a large musical production in the summer.

The curriculum is carefully planned and sequenced over a two-year cycle across Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Pupils first develop foundational knowledge of musical concepts and skills. They then deepen their understanding and apply what they have learned across a range of musical experiences. This approach reflects our understanding that learning is secured when knowledge is stored in long-term memory, which requires time, practice and revisiting.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed.

By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

### 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### KS1 Content

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

#### KS2 Content

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.

<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand the basics of the staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Develop an understanding of the history of music.</li> </ul>
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### EYFS: Expressive Art and Design

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning, rather than subject areas. The provision outlined below is to help subject leaders and teachers to understand how the skills taught across EYFS feed into Music. It demonstrates which early years outcomes are prerequisite skills for Music within the national curriculum. The table below outlines the most relevant early years outcomes from Development Matters, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Music.

The most relevant early years outcome for Music are taken from the following area of learning: Expressive Art and Design.

<b>3 and 4 year olds</b>	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> <li>• Remember and sing entire songs</li> <li>• Sing the pitch of a tone sung by another person ('pitch match')</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>• Create their own songs, or improvise a song around one they know</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
<b>Reception</b>	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Learn rhymes, poems and songs</li> </ul>
	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> </ul>
	<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

<b>ELG</b>	<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
	<b>Expressive Arts and Design</b>	

### Music skills and knowledge progression from Y1-Y6

<b>Year Group</b>	<b>Performance</b>	<b>Make and combine sounds</b>	<b>Listen with concentration</b>	<b>KEY VOCABULARY</b>
<b>KS1 Year 1</b>	<ul style="list-style-type: none"> <li>• I can take part in singing by using I sing, you sing (sing nursery rhymes and traditional songs)</li> <li>• I can sit up straight, take a deep breath</li> <li>• I can follow simple instructions on how and when to sing</li> <li>• I can make long and short sounds, using my voice</li> </ul>	<ul style="list-style-type: none"> <li>• I can clap rhythms</li> <li>• I can create different sounds (long and short, loud and quiet)</li> <li>• I can choose sounds to create an effect</li> <li>• I can create short, rhythmic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the beat of a tune</li> <li>• I can recognise changes in pitch</li> <li>• I can listen to a range of music</li> </ul>	Melody Pitch Rhythm Beat Song
<b>KS1 Year 2</b>	<ul style="list-style-type: none"> <li>• I can take part in singing, accurately following the melody</li> <li>• I can pronounce the words carefully</li> <li>• I can follow a range of instructions on how and when to sing</li> <li>• I can follow a range of instructions on how and when to play an instrument</li> <li>• I can make and control long and short sounds, using my voice</li> <li>• I can make and control long and short sounds using instruments (tuned and untuned)</li> <li>• I can imitate changes in pitch</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a sequence of long and short sounds</li> <li>• I can clap rhythms</li> <li>• I can create a mixture of different sounds (long and short, loud and quiet, high and low)</li> <li>• I can choose sounds to create an effect</li> <li>• I can sequence sounds to create an overall effect</li> <li>• I can create short, rhythmic phrases</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the beat of a tune</li> <li>• I can recognise changes in timbre, dynamics and pitch</li> <li>• I can listen to a range of music</li> </ul>	Melody Pitch Rhythm Effects Rhythmic Beat Timbre Dynamics
<b>LWKS2 Year 3</b>	<ul style="list-style-type: none"> <li>• I can sing in tune.</li> <li>• I can maintain a simple part within a group.</li> <li>• I can show control of voice.</li> <li>• I can play notes on an instrument with care</li> </ul>	<b>Improvise and compose / Listen &amp; appreciate</b> <ul style="list-style-type: none"> <li>• I can perform songs.</li> <li>• I can use sound to create effects.</li> <li>• I can create repeated patterns with a range of instruments.</li> </ul>	<b>Use and understand notation / History</b> <ul style="list-style-type: none"> <li>• I can create non-standard symbols to indicate when to play and rest.</li> <li>• I can recognise that notes are written on the musical staff.</li> </ul>	Sing Control Instrument Notes Perform

	<ul style="list-style-type: none"> <li>I can perform with control and awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate music using musical vocabulary to identify likes and dislikes</li> </ul>		Sound Play Rest
	<b>Performance</b>	<b>Improvise and compose / Listen &amp; Appreciate</b>	<b>Use and understand notation / History</b>	<b>KEY VOCABULARY</b>
<b>LWKS2</b>  <b>Year 4</b>	<ul style="list-style-type: none"> <li>I can sing from memory with accurate pitch.</li> <li>I can sing in tune.</li> <li>I can maintain a simple part within a group.</li> <li>I can show control of voice.</li> <li>I can play notes on an instrument with care so that they are clear.</li> <li>I can perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose and perform melodic songs.</li> <li>I can use sound to create abstract effects.</li> <li>I can create repeated patterns with a range of instruments.</li> <li>I can create accompaniments for tunes.</li> <li>I can choose, order, combine and control sounds to create an effect</li> <li>I can use digital technology to compose</li> <li>I can use the terms: duration, pitch, beat, tempo and use of silence to describe music.</li> <li>I can evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>I can understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can create non-standard symbols to indicate when to play and rest.</li> <li>I can recognise that notes are written on the musical stave.</li> <li>I can recognise the symbols for a minim and crotchet and say how many beats they represent</li> <li>I can name some composers and the centuries they lived in.</li> <li>I can recognise and sing songs by composers of the last 20 years.</li> </ul>	Sing Control Instrument Notes Perform Sound Play Rest Pitch Compose Melodic Stave Minim Crotchet Duration Beat Tempo
	<b>Performance</b>	<b>Improvise and compose / Listen &amp; Appreciate</b>	<b>Use and understand notation / History</b>	<b>KEY VOCABULARY</b>
<b>UPKS2</b>  <b>Year 5</b>	<ul style="list-style-type: none"> <li>I can sing or play from memory with confidence and expression.</li> <li>I can perform solos or as part of an ensemble.</li> <li>I can hold a part within a round.</li> <li>I can play a simple tune on the recorder.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine a variety of musical devices, including melody and rhythm.</li> <li>I can create rhythmic patterns with an awareness of timbre and duration.</li> <li>I can choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion...</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the standard musical notation of crotchet, minim, quaver and semibreve, and how these indicate how many beats to play.</li> <li>I can read notes on the musical stave.</li> <li>I can understand and use the # (sharp) and b (flat) symbols.</li> <li>I can name some composers and their works, linking them with historical periods.</li> </ul>	Solos Ensemble Melody Rhythm Timbre Duration Texture Crotchet Minim Quaver Semibreve
	<b>Performance</b>	<b>Improvise and compose / Listen &amp; Appreciate</b>	<b>Use and understand notation / History</b>	<b>KEY VOCABULARY</b>
<b>UPKS2</b>  <b>Year 6</b>	<ul style="list-style-type: none"> <li>I can sing or play from memory with confidence and expression.</li> <li>I can perform solos or as part of an ensemble.</li> <li>I can hold a part within a round.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine a variety of musical devices, including melody and rhythm.</li> <li>I can thoughtfully select elements for a piece in order to gain a defined effect.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the standard musical notation of crotchet, minim, quaver and semibreve to indicate how many beats to play.</li> </ul>	Solos Ensemble Melody Rhythm

	<ul style="list-style-type: none"> <li>• I can sing a harmony part confidently and accurately.</li> <li>• I can play a simple tune on an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ceate rhythmic patterns with an awareness of timbre and duration.</li> <li>• I can create rhythmic patterns with an awareness of timbre and duration.</li> <li>• I can choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns...</li> <li>• I can describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read and create notes on the musical stave.</li> <li>• I can understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• I can use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>Timbre</li> <li>Duration</li> <li>Texture</li> <li>Crotchet</li> <li>Minim</li> <li>Quaver</li> <li>Semibreve</li> <li>Musical stave</li> <li>Harmonies</li> <li>Cyclic patterns</li> <li>Drones</li> <li>Accompaniments</li> <li>Time signatures</li> </ul>
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**Impact:**

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis