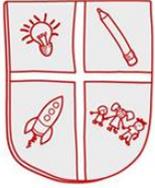


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# MUSIC IMPLEMENTATION



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# IMPLEMENTATION

## Music - Implementation

At Barrow Primary School, Music is taught across each year group in units using Oak Academy, that enable pupils to study in depth the key skills, understanding and vocabulary. Each unit aims to activate and build on prior learning, to ensure better cognition and retention. Each unit is carefully sequenced to allow for prior learning to be built upon and skills to be practiced and advanced.

The Oak Academy 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.

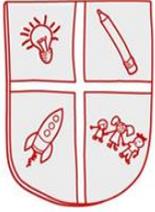
In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

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.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music combining a range of musical activities and games.

- Listening and Appraising
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing
- Inter-related dimensions of music

All lessons enable pupils to explore their own response to music. Pupils are encouraged to discuss and share their ideas using the key music vocabulary, for example e.g. how the composer has used dynamics and tempo to create mood or atmosphere and it's effect on the listener/audience.



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## Music - Implementation

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

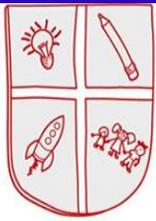
Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

# Music - Implementation

## Timetabling

Music is taught weekly using the Oak Academy



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3 x 1 hour lessons are taught in this cycle

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

3 x double Art lessons are taught in this cycle

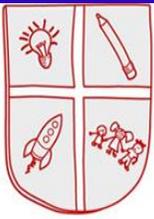
No colour means weekly teaching

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

3 x double DT lessons are taught in this cycle



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## Music - Implementation

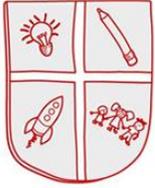
### Planning

All modules have a sequenced overview outlining each lesson, with the main learning activity and objective to be achieved during that lesson. Kapow provide teacher videos, and detailed lesson plans and resources to support teacher's subject knowledge and confidence when teaching a new art skill. Within lesson plans are key vocabulary and questions, to encourage discussion and use of the correct artistic terminology. These are used for partner and class discussions.

### An example of Year 3 Autumn 1 Medium Term Foundation Subject Planning, including Music

#### Medium Term Foundation Subject Planning – Year 3 Autumn 1

Modular subject	Special Events	Week	CLUSP link	Subject Content	Lesson Outcome	Key vocabulary
Geography		1	Poetry on a theme – Emotions (E-safety)	What are the 8 points on the compass?	Children to explore 8 points of a compass, looking at the cardinal and <u>intercardinal</u> points.  Children continue to explore using 8 points of a compass. Working with a partner to move around and identifying objects within the environment.  Begin to write sentences to explain locality using cardinal and <u>intercardinal</u> points.	Cardinal, <u>intercardinal</u> , precise, align
		Science		To know how rocks are formed	Children look at how rocks are formed from heated and cooled molten lava – they understand that rocks are natural and not man-made. They explore several types of elements that are true rocks and look at their properties. They define what a rock is and test rock hardness.	Igneous, molten rock, lava, magma, natural
		Art		Use graphic marks to depict the line and contour of a shape. Use white to change the tint of a colour.	Look at examples of the earliest drawings that man created (cave art). Study lines in cross-sections of rocks and look at the shapes and patterns in fossils. Create a swirl and use it to frame and group different marks that are the same. Add varying amounts of white to a base colour to create tints.	hue
		Music		<b>What is a ballad?</b> To sing a ballad and explain what it is.	Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through a song.	Ballad Ensemble
		PE		<b>Gymnastics – Static Shapes.</b> To develop flexibility, strength, technique, control and balance.	Children to learn and perform a straddle, tuck and pike position with stillness and control.	Control, balance
				<b>Dance – Volcanic eruption!</b> To improvise and create movements with a partner.	Children to link movements with a partner to create a dance phrase.	Improvisation phrase



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## Music - Implementation

An example of planning for Year 1

### Year 1 units

[View interactive sequence online](#)

1

Start with singing:  
finding my singing  
voice

2

Singing together:  
how singing makes  
me feel

3

Compose and Create:  
exploring and  
performing rhythm  
patterns

4

Music and movement:  
feeling the pulse and  
changing the tempo

5

Compose and create:  
high and low melodic  
responses

6

Singing for  
performance:  
warming up my voice  
so I'm ready to sing

### 1. Start with singing: finding my singing voice

Year 1

[Go to unit resources](#)

#### Threads

- Developing our singing voice

#### Unit description

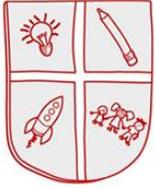
This unit helps pupils to discover the difference between their speaking, or chanting, and singing voice. Through a diverse range of echo and call and response songs pupils will begin to pitch match songs that use an age appropriate small range of notes.

#### Why this, why now?

This is the first unit of the primary music curriculum and pupils will have very different musical starting points. In this unit, attention is drawn to the difference in our voices when we speak and sing. The chosen songs and chants are short and can be learnt quickly. With a narrow range of notes, pupils can listen carefully and begin to pitch match songs more accurately. The echo and call and response structures studied will be built upon in later 'Compose and Create' units.

#### Lessons in unit

1. My singing voice
2. Singing echo songs
3. Singing call and response songs
4. Call and response singing games
5. Singing and identifying echo and call and response
6. Feeling the pulse and playing the beat



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## Music - Implementation

An example of planning for Year 2

### Year 2 units

[View interactive sequence online](#)

1

Start with singing:  
learning through  
singing games

2

Singing together:  
how singing helps us  
work together

3

Compose and create:  
recording our musical  
ideas using a graphic  
score

4

Music and movement:  
using symbols to  
represent pitch

5

Compose and create:  
improvising with four  
notes

6

Singing for  
performance: adding  
a simple second part

### 1. Start with singing: learning through singing games

Year 2

[Go to unit resources](#)

#### Threads

- Developing our singing voice
- Practising and preparing for a performance

#### Unit description

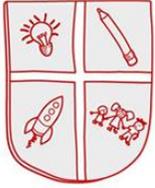
In this unit, pupils develop their understanding of pitch, pulse, beat, and rhythm by participating in a variety of singing games. Through playful and interactive songs and movements, pupils will naturally develop their understanding of these musical elements.

#### Why this, why now?

This unit builds on pupils' understanding of high and low pitch as they learn to identify high and low sounds in the songs they sing. Their sense of pulse will continue to be practised and developed through movement activities and singing games, and they will begin to distinguish between long and short durations of sound, recognising different rhythmic patterns and laying the foundation for more advanced musical skills.

#### Lessons in unit

1. Singing and moving together
2. Learning about beat
3. Learning about rhythm
4. Recognising pitch changes in our singing games
5. Singing with pitch accuracy
6. Bringing it together



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## Music - Implementation

An example of planning for Year 3

### Year 3 units

[View interactive sequence online](#)

**1**  
Start with playing:  
adding percussive  
layers to build to  
texture in our songs

**2**  
Singing together:  
how songs are used  
in communities

**3**  
Compose and Create:  
notating and  
performing using  
rhythm grids

**4**  
Playing together:  
building texture with  
melody, drone and  
ostinato

**5**  
Compose and Create:  
composing a  
pentatonic melody  
using a simplified  
stave

**6**  
Singing for  
performance: holding  
a second part in  
rounds and partner  
songs

### 1. Start with playing: adding percussive layers to build to texture in our songs

Year 3

[Go to unit resources](#)

#### Threads

- Playing together in an ensemble
- Practising and preparing for a performance

#### Unit description

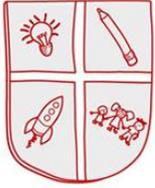
In this unit, pupils explore texture by adding untuned percussion layers to songs and chants. Using repeated rhythms, pupils will develop their sense of pulse and accuracy of rhythm. They will identify rhythmic **ostinato** in listening examples and begin to describe texture.

#### Why this, why now?

In this unit, we continue to see the importance of developing and internalising a secure sense of pulse for successful music-making. Pupils combine their knowledge of pulse, beat, and rhythm to create rhythmic layers under songs. We build on pupils' previous experience of singing with a simple rhythmic ostinato as the second part, moving these additional layers onto untuned percussion. Pupils rehearse each layer of the piece separately, developing their understanding of how to practise and rehearse effectively for future ensemble units.

#### Lessons in unit

1. Chanting and singing in time
2. Adding simple instrumental parts to songs and chants
3. Building texture with a rhythmic ostinato
4. Playing and singing simultaneously
5. Rehearsing layers of unpitched accompaniments under a chant
6. Rehearsing layers of unpitched accompaniments under a song



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## Music - Implementation

An example of planning for Year 4

### Year 4 units

[View interactive sequence online](#)

1

**Start with playing:**  
adding layers to  
major and minor  
songs

2

**Singing together:**  
how stories are  
shared through song

3

**Compose and Create:**  
improvising within  
Hindustani classical  
music

4

**Playing together:**  
effective rehearsing  
as part of an  
ensemble

5

**Compose and Create:**  
composing a major  
melody on a stave

6

**Singing for  
performance:**  
discovering different  
ways to sing in  
harmony

### 1. Start with playing: adding layers to major and minor songs

Year 4

#### Threads

- Developing our singing voice
- Playing together in an ensemble

#### Unit description

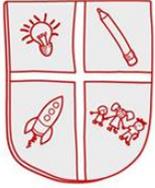
This unit explores the different sounds and feelings associated with major and minor tonality explicitly. The pupils sing a variety of songs, some in a major key and some in a minor key. They use tuned percussion instruments to add different accompaniments to these.

#### Why this, why now?

In this unit, we explicitly name songs and listening examples that use the major or minor key. From their experience of hearing and singing previous major, minor and pentatonic music, pupils are able to identify the tonality. We build on prior skills of playing drone and ostinato alongside a song with more complex repeated patterns. Pupils will learn to move their ostinato from the major key to the minor key. The first five notes of the major and minor keys will be consolidated in later 'Compose and Create' units.

#### Lessons in unit

1. Major and minor tonalities
2. Playing drones under major and minor songs
3. Building texture with a major accompaniment
4. Building texture with a minor accompaniment
5. Layering accompaniments under major songs
6. Layering accompaniments under minor songs



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## Music - Implementation

An example of planning for Year 5

### Year 5 units

[View interactive sequence online](#)

<b>1</b> Sing, play, perform: adding tuned accompaniment to part-singing	<b>2</b> Singing together: how songs unite us	<b>3</b> Compose and rehearse: creating and combining minimalist cells
<b>4</b> Playing Together: polyrhythms as part of an ensemble	<b>5</b> Compose and Create: composing a minor melody on a stave	<b>6</b> Singing for performance: discovering different vocal timbres

### 1. Sing, play, perform: adding tuned accompaniment to part-singing

Year 5

#### Threads

- Playing together in an ensemble
- Practising and preparing for a performance

#### Unit description

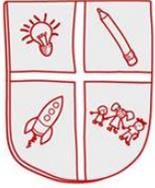
This unit focuses on adding vocal and instrumental layers to songs. Pupils rehearse contrasting songs in parts and become confident holding the pitch and pulse of a line before layering this into four and five part textures with added tuned percussion accompaniments.

#### Why this, why now?

By this unit, pupils have sung a range of songs with second parts and are able to hold a melodic ostinato and a second melodic line. In this unit we develop this further by singing songs in two parts whilst also performing simple accompaniments on tuned percussion. Pupils will apply previously taught effective rehearsal strategies when practising and performing songs in this unit. This will support pupils' future ensemble work in which they will begin to layer repetitive cells and contrasting and syncopated rhythms.

#### Lessons in unit

1. Part singing - learning the main melody
2. Singing in two and three parts
3. Part singing with a two-note accompaniment
4. Part singing with a rhythmic ostinato accompaniment
5. Part singing with a melodic accompaniment
6. Rehearsing and evaluating an ensemble piece with a thick texture



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## Music - Implementation

An example of planning for Year 6

### Year 6 units

[View interactive sequence online](#)

<b>1</b> Sing, play, perform: syncopation in songs	<b>2</b> Singing together: how songs have the power for change	<b>3</b> Compose and rehearse: improvising over a three chord structure
<b>4</b> Playing together: arranging and rehearsing a fusion performance	<b>5</b> Compose and Create: creating melodic variations based on a theme	<b>6</b> Singing for performance: conveying emotion and character through performance

### 1. Sing, play, perform: syncopation in songs

Year 6

#### Threads

- Notating and sharing music
- Playing together in an ensemble

#### Unit description

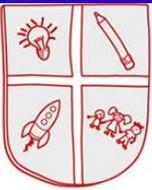
This unit introduces pupils to the term 'syncopation' through adding syncopated rhythms to songs. Pupils learn how to feel the offbeats through movement and experience how straight rhythms and syncopated rhythms feel different. Syncopated rhythm patterns form an accompaniment to a range of songs.

#### Why this, why now?

Prior to this unit, pupils have developed their ability to add accompanying layers to songs using a range of tuned and untuned percussion as well as vocal percussion. They have experienced and used syncopated rhythms and created polyrhythms. In this unit, we build on these skills and knowledge by introducing pupils to the term 'syncopation'. By focusing on the offbeats and learning the fundamentals of syncopated rhythm, pupils now develop their capacity for creating and playing more complex rhythm patterns in later units.

#### Lessons in unit

1. Introduction to syncopation
2. Playing on the off-beats in songs
3. Playing syncopated rhythms
4. Syncopated rhythms versus even rhythms
5. Composing a syncopated rhythm for body percussion
6. Accompanying songs with syncopated rhythms



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## Music - Implementation

### Threads

What are threads?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than vertical concepts, themes or big ideas, because it helps us bring to mind the visual concept of a thread weaving through the curriculum.

### Threads in music

[See how to use threads](#) ↑

Developing our singing voice

Playing together in an ensemble

Practising and preparing for a performance

Creating, composing and improvising

Notating and sharing music

Music over time and in different places

### Thread, 'Developing our singing voice'

#### Year 1

- Unit 1, 'Start with singing: finding my singing voice'
- Unit 2, 'Singing together: how singing makes me feel'
- Unit 4, 'Music and movement: feeling the pulse and changing the tempo'
- Unit 6, 'Singing for performance: warming up my voice so I'm ready to sing'

#### Year 2

- Unit 1, 'Start with singing: learning through singing games'
- Unit 2, 'Singing together: how singing helps us work together'
- Unit 6, 'Singing for performance: adding a simple second part'

#### Year 3

- Unit 2, 'Singing together: how songs are used in communities'
- Unit 6, 'Singing for performance: holding a second part in rounds and partner songs'

#### Year 4

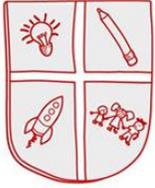
- Unit 1, 'Start with playing: adding layers to major and minor songs'
- Unit 2, 'Singing together: how stories are shared through song'
- Unit 6, 'Singing for performance: discovering different ways to sing in harmony'

#### Year 5

- Unit 2, 'Singing together: how songs unite us'
- Unit 6, 'Singing for performance: discovering different vocal timbres'

#### Year 6

- Unit 2, 'Singing together: how songs have the power for change'
- Unit 6, 'Singing for performance: conveying emotion and character through performance'



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## Music - Implementation

### **Cross Curricular Links**

Music features across the curriculum in a variety of ways, from number songs in maths, grammar songs in English to the process of digestion in Science which are fun and powerful tools in supporting cognition to PSHE songs and music which build upon key values and promote, reflection, discussion and collective identity through group singing and performance.

Within units of work, as appropriate, music is used to support and deepening knowledge and understanding e.g. listening to French musical artists in MFL to listening to and creating dances to traditional Kenya Music (Geography Year 2).

We also have a weekly music assembly led by our music subject leader, Julia Rance. These are an extension of music lessons in class, as well as learning new songs, focus is given to instrument playing across the school, learning about composers and genres of music as well as a key focus on vocabulary to embed the learning from lessons. In these assemblies the interrelated elements of music are reinforced encouraging students to use their voices and physicality to explore tone, dynamics, harmony, tempo etc. to produce vocal performances. Also included in weekly music assemblies is the chance for classes and children to showcase their learning of music from lessons during the week. This is a perfect opportunity to perform in front of the school.

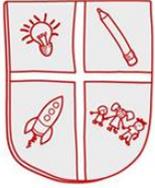
Additionally, music is used in and alongside lessons, transition times and during creative subjects in particular. This helps inspire and uplift the children, as well as complementing the Zones of Regulation that the children use. Examples of this are that children may arrive on site to uplifting and inspiring music ready to set the tone for the day ahead, transition to classical music reinforcing calm and focused transitions and end the day with reflective music or 'wake and shake' to songs and music.

### **Extra-Curricular Music**

Students across the school can participate in a range of peripatetic lessons to learn a variety of instruments, such as drums, keyboard, guitar or voice etc. These are led by a music specialist and through monitoring by the subject leader, we have seen the incredible impact these lessons are having on our pupils.

We have a variety of after school clubs, led by our teaching staff. These vary per term but have included many music specialisms such as recorder, ocarina, Boomwhackers and handbells, to name a few.

We have a yearly Barrow's Got Talent which also allows children to showcase their musical expertise to the school.



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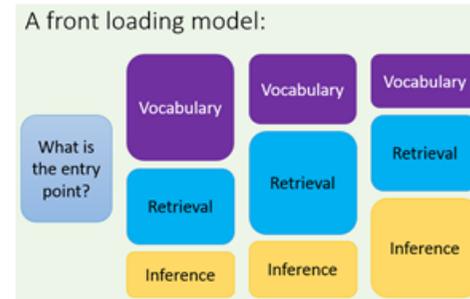
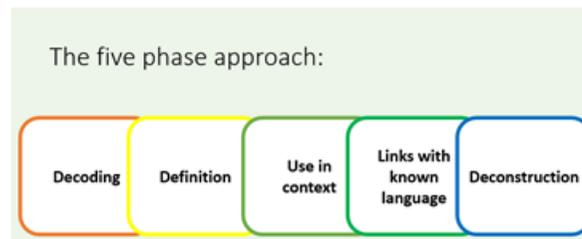
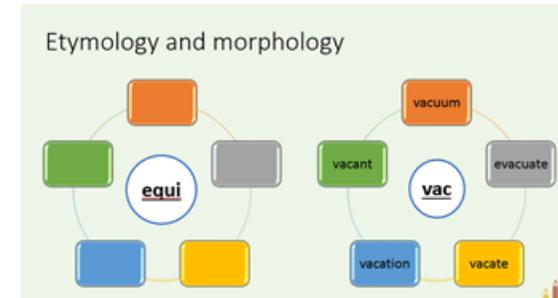
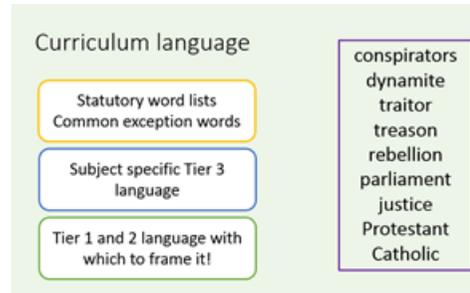
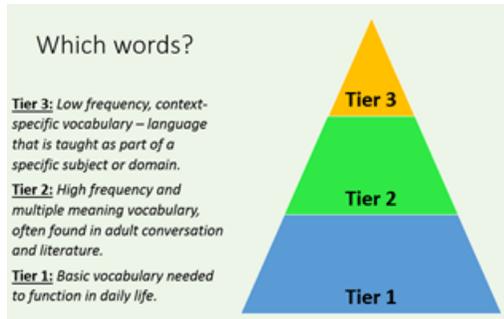
## Music - Implementation

### Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

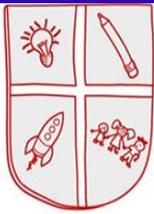
In addition, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology and morphology.

More recently, staff are undergoing training on Meta-cognition.



Trust wide music leader's meetings allow art subject leaders to share good practise with other leaders and feedback on ideas and possible improvements to their own school leadership of music.

# Greater Depth in Music - EYFS



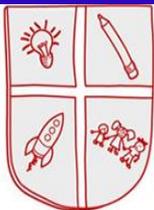
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Skills Map – Music		
Early Years – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they experiment with creating sounds with different instruments?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they represent sounds pictorially?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say if they like or dislike a piece of music?</li> <li>• Can they identify and distinguish environmental sounds?</li> <li>• Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</li> <li>• Can they begin to express how music makes them feel?</li> </ul>
Early Years - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to sequence sounds to create a rhythm or beat?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify reasons why they like some music more than others?</li> </ul>

# Greater Depth in Music – Year 1



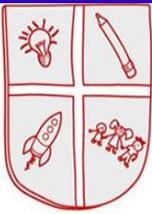
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Skills Map – Music		
Year 1 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they use instruments to perform a simple piece?</li> <li>• Can they respond to musical indications about when to play or sing?</li> <li>• Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Respond to different moods of music, in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they make a sequence of sounds for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they form an opinion to express how they feel about a piece of music?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</li> <li>• Can they hear the pulse in a piece music?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they describe how sounds are made and changed?</li> <li>• Can they respond to different moods in music and say how a piece of music makes them feel?</li> </ul>
Year 1 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm to a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify what different sounds could represent and give a reason why?</li> <li>• Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>• Can they identify musical structure in a piece of music (verse, chorus etc.)?</li> </ul>

# Greater Depth in Music – Year 2



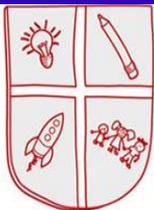
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Skills Map – Music		
Year 2 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>Can they follow the melody using their voice or an instrument?</li> <li>Can they sing songs as an ensemble following the tune (melody) well?</li> <li>Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</li> <li>Can they play simple rhythmic patterns on an instrument?</li> <li>Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>Do they have control when playing instruments?</li> <li>Can they perform musical patterns keeping a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>Can they order sounds to create a beginning, middle and end?</li> <li>Can they represent sounds pictorially with increasing relevance?</li> <li>Can they choose sounds to achieve an effect (including use of technology)?</li> <li>Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</li> <li>Can they create short, rhythmic patterns – sequences of long and short sounds?</li> <li>Are they selective in the control used on an instrument in order to create an intended effect?</li> <li>Can they create their own symbols to represent sounds?</li> <li>Can they choose sounds to create an effect on the listener?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify particular features when listening to music?</li> <li>Can they begin to associate sounds they hear with instruments?</li> <li>Can they independently identify the pulse in a piece of music and tap along?</li> <li>Can they listen carefully to recall short rhythmic patterns?</li> <li>Can they begin to recognise changes in timbre, dynamics and pitch?</li> <li>Are they able to recognise and name different instruments by sight?</li> <li>Can they evaluate and improve their own work and give reasons?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen to simple inter-related dimensions of music</li> <li>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>Begin to say what they like and dislike</li> </ul>
Year 2 - Greater Depth		
<ul style="list-style-type: none"> <li>Can they understand the importance of a warm up?</li> <li>Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>

# Greater Depth in Music – Year 3



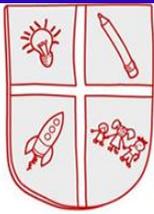
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Skills Map – Music		
Year 3 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>Do they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>Do they maintain a simple part within an ensemble?</li> <li>Do they modulate and control their voice when singing and pronounce the words clearly?</li> <li>Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</li> <li>Can they improvise (including call and response) within a group using the voice?</li> <li>Can they collaborate to create a piece of music?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>Describe music using appropriate vocabulary</li> <li>Begin to compare different kinds of music</li> <li>Recognise differences between music of different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Can they create repeated patterns using a range of instruments?</li> <li>Can they combine different sounds to create a specific mood or feeling?</li> <li>Do they understand how the use of tempo can provide contrast within a piece of music?</li> <li>Can they begin to read and write musical notation?</li> <li>Can they effectively choose, order, combine and control sounds to create different textures?</li> <li>Can they use silent beats for effect (rests)?</li> <li>Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</li> <li>Can they evaluate and improve their work, explaining how it has improved using a success criterion?</li> <li>Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</li> <li>Are they able to recognise a range of instruments by ear?</li> <li>Can they <u>internalise</u> the pulse in a piece of music?</li> <li>Can they identify the features within a piece of music?</li> </ul>
Year 3 - Greater Depth		
<ul style="list-style-type: none"> <li>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>Can they create accompaniments for melodies?</li> <li>Can they compose a simple piece of music that they can recall to use again?</li> <li>Do they understand <u>metre</u> in 4 beats; then 3 beats?</li> </ul>	<ul style="list-style-type: none"> <li>Can they recognise changes in sounds that move incrementally and more dramatically?</li> <li>Can they compare repetition, contrast and variation within a piece of music?</li> </ul>

# Greater Depth in Music – Year 4



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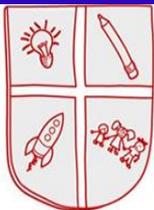
IMPLEMENTATION

## Skills Map – Music

### Year 4 – Music

Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>Can they perform a simple part of an ensemble rhythmically?</li> <li>Can they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>Can they improvise using repeated patterns with increasing accuracy and fluency?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>Describe what they hear using a wider range of musical vocabulary</li> <li>Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li> <li>Understand the cultural and social meaning of lyrics</li> <li>Appreciate harmonies, drone and ostinato</li> <li>Explore ways the way in which sounds are combined towards certain effects</li> <li>Understand the relationship between lyrics and melody</li> </ul>	<ul style="list-style-type: none"> <li>Can they use notations to record and interpret sequences of pitches?</li> <li>Can they use notations to record compositions in a small group or on their own?</li> <li>Can they use notation in a performance?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain why silence is used in a piece of music and say what effect it has?</li> <li>Can they start to identify the character of a piece of music?</li> <li>Can they describe and identify the different purposes of music?</li> <li>Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> </ul>
Year 4 - Greater Depth		
<ul style="list-style-type: none"> <li>Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>

# Greater Depth in Music – Year 5



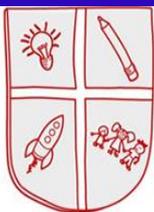
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Skills Map – Music		
Year 5 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>Can they sing and use their understanding of meaning to add expression?</li> <li>Can they perform 'by ear' and from simple notations?</li> <li>Can they improvise within a group using melodic and rhythmic phrases?</li> <li>Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>Can they maintain their part whilst others are performing their part?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>Analyse and compare features from a wide range of music</li> <li>Discern and distinguish layers of sound and understand their combined effect</li> </ul>	<ul style="list-style-type: none"> <li>Can they begin to use standard notation?</li> <li>Can they use their notations to record groups of pitches (chords)?</li> <li>Can they choose the most appropriate tempo for a piece of music?</li> <li>Can they use technology to compose music which meets a specific criterion?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>Identify cyclic patterns – verse and chorus, coda</li> <li>Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</li> </ul>	<ul style="list-style-type: none"> <li>Can they describe, compare and evaluate music using musical vocabulary?</li> <li>Can they suggest improvements to their own or others' work?</li> <li>Can they choose the most appropriate tempo for a piece of music?</li> <li>Can they identify and begin to evaluate the features within different pieces of music?</li> <li>Can they contrast the work of established composers and show preferences?</li> </ul>
Year 5 - Greater Depth		
<ul style="list-style-type: none"> <li>Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain how tempo changes the character of music?</li> <li>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>

# Greater Depth in Music – Year 6

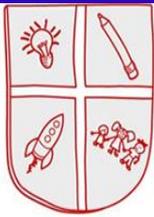


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Skills Map – Music		
Year 6 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they begin to sing a harmony part?</li> <li>• Can they begin to perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• Can they perform parts from memory?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Evaluate differences in live and recorded performances</li> <li>• Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they combine groups of beats?</li> <li>• Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> <li>• Can they <u>analyse</u> features within different pieces of music?</li> </ul>
Year 6 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>



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## Assessment

Computing is assessed at the end of each unit (half termly). Each class has a whole-class evidence book which gives a selection of examples of pupils work. Pupils work is also saved on a shared drive for individual classes (work-in-progress).

Teachers will assess each child against our assessment criteria (below) using our whole-school assessment system 'Insight'.

The children are scored on a scale from 0-3

0- Taught but not understood

1- Some evidence but not yet secure

2- Objective secure

3- Working at Greater Depth

### Y1 Objectives

Pulse & Rhythm: All About Me

Classical Music: Dynamics & Tempo (Animals)

Musical Vocabulary: Under the Sea

Timbre & Rhythmic Patterns: Fairytales

Pitch & Tempo: Superheroes

Vocal & Body Sounds: By the Sea

### Y2 Objectives

African Call & Response Song: Animals

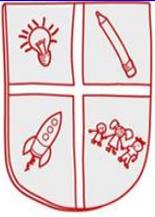
Orchestral Instruments: Traditional Western Stories

Musical Me

Dynamics, Timbre, Tempo & Motifs: Space

On this Islands: British Songs & Sounds

Myths & Legends



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## Assessment continued...

### ^ Y3 Objectives

- Balance
- Creating Compositions in Response to Animation: Mountains
- Developing Singing Technique: The Vikings
- Pentatonic Melodies & Composition: Chinese New Year
- Jazz
- Traditional Instruments & Improvisation: India

### ^ Y5 Objectives

- Composition Notation: Ancient Egypt
- Blues
- South & West Africa
- Composition to Represent the Festival of Colour: Holi Festival
- Looping & Remixing
- Musical Theatre

### ^ Y4 Objectives

- Body & Tuned Percussion: the Rainforest
- Rock & Roll
- Changes in Pitch, Tempo & Dynamics: Rivers
- Haiku Music & Performance: Hanami Festival
- Samba & Carinval Sounds & Instruments: South America
- Adapting & Transposing Motifs: the Romans

### ^ Y6 Objectives

- Advanced Rhythms
- Dynamics, Pitch & Texture: the Coast, Fingals Cave by Mendeleesson
- Songs of World War II
- Film Music
- Theme & Variations: Pop Art
- Composing & Performing a Leavers Song