



# Music Policy

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<b>EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR MUSIC POLICY</b>		
Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:	Teaching, Learning and Assessment Policy	
<b>Equality Impact Assessment:</b> Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
<b>Reviewed by</b>	Teaching and Learning	

## Introduction

At Farndon Primary School we are committed to providing all children with learning opportunities to engage in Music. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment within the subject. It has been developed through a process of consultation with school staff and governors.

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.

## Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Farndon Primary the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Farndon Primary is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

## Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as singing in assemblies, various concerts and performances, the learning of instruments, and the joining of one of our musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and

vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

This is achieved through the Charanga scheme and the Wider Opportunities programme where Year 5 pupils learn a strings instrument.

Each of the lessons that are part of the coherent teaching sequence follow these elements:

- Musicianship
- Listening and Appraising
- Singing
- Playing
- Performing

## Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

## Teaching and Learning

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each pupil's time at Farndon. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Each class follows the Charanga scheme of work. In year 5, they participate in the Wider Opportunities programme where they learn either a cello or violin with a music teacher. Here they are taught to read music, how to play it and practise at home. The pupils also do a public performance each term, so that students understand the process of long-term practising, rehearsing and learning, which is fundamental to music education.

## Early Years

Music for EYFS pupils has a primary focus on singing and movement, developing the child's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each pupil will lead the class in singing, and all will learn to be led by their peers. Songs are linked to class topics when appropriate. Students are accompanied both by piano and a backing track –the piano providing an instant acoustic and more tangible reference point for students, and the backing track allowing for more diverse timbral palette and

more direct approach to guiding students with actions. There is an annual Christmas show that the students rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

## Key Stage 1 and 2

Both Key Stages follow the Charanga scheme of work. The KS 1 programme of study extends learning in EYFS, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. This musical landscape involves singing, movement, body percussion and playing instruments. In KS 2 pupils learn to identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level. Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. There are both performances to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions. Year 5 pupils have a year where they learn to play a strings instrument (Cello or Violin).

## Spiritual, moral, social and cultural development

### Spiritual development:

This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.

### Moral development:

We encourage our pupils to engage in critical discussions of musical performances and dramas/presentations from other students and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.

### Social development:

Pupils collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings, our children are encouraged to do this sensitively with an awareness of the needs of others.

### Cultural development:

The resources and musical examples used across both Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage pupils to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world including Indonesian

Gamelan, African Djemba Drumming and Latin American Samba to enrich the cultural experiences of our students.

## **Planning and Resources**

Planning and resources for classroom music are the responsibility of the music leader. Lessons are planned in accordance with the school's 'Music Knowledge and Skills Curriculum Map' which is aligned to the Charanga scheme. This outlines some of the opportunities that are utilised for cross-curricular learning, in consideration to the wider curriculum, as well as school's own context, considering access to local resources and opportunities for performance.

For singing assemblies the content, musical accompaniment, and any teaching is the responsibility of the music leader.

Resources are the responsibility of the music leader. Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources are provided by the school but organised by the teacher. When participating in the Wider Opportunities programme, parents sign a disclaimer when given the instrument which states that should the instrument be damaged, they will be liable to pay any repair costs.

## **Organisation**

Music lessons are weekly and half an hour – forty minutes in length. There is also a half hour singing assembly for each Key Stage every two weeks. Pupils that wish to can apply to learn violin, keyboard, trumpet, horn, trombone, clarinet, guitar, piano or saxophone. These lessons are weekly and are either to an individual or in small groups of up to 4 children. Session can be booked from our school website.

There are several concerts and events that Farndon Primary children take part in each year and there are opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is, and usually an agreement is made between senior management and the music leader as to who will manage and organise any aspect of the event.

## **Assessment and Recording**

Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Lessons are planned to build towards and enable achievement of end of key stage 'end points' as informed by the National Curriculum 2014. Key knowledge and skills for each Milestone are therefore specifically aligned to these. Teachers assess these termly on the Foundation Subject summative tracker. Pupils are also assessed individually when performing, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience. Pupils are encouraged to make judgements about how they may

improve their work. In some individual music lessons, pupils agree to undergo exams on their instrument, which are graded according to the given assessment criteria.

## Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny, lesson observations and pupil voice.

## Equality

The music curriculum adheres to Farndon Primary's Equal Opportunities Policy. The music curriculum takes into account issues of difference, including gender, race and ethnicity. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

## Inclusion

The music leader supports and facilitates access to the music curriculum through effective differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at Farndon Primary is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is. We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level.

This is achieved by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.

Music has numerous avenues for every student. Alongside the classroom music lesson each week there are private instrumental lessons for the students to participate in.

## Roles and Responsibilities

The subject is led by Mrs Lorna Maclean. Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

## Parents

Parents are encouraged to be a part of their child's musical education in a variety of different ways, depending on the activity or event. Preparation for a performance may require learning text or music. Very occasionally this preparation or practise will be given as set homework, and other times pupils will be given materials and encouraged to work towards a confident performance as

decided is appropriate. In this case students are given guidelines as to what an appropriate goal might look like, and how to go about achieving it. Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child's time at Farndon Primary.

## **Role of the Music Leader:**

Key roles of the music leader include:

- The writing and delivery of music classes
- Preparation and delivery of both KS1 and KS2 music assemblies
- Coordinating and staging two school concerts per year. These concerts are to showcase work from students who have learnt an instrument in school, or participated in one of the school ensembles.
- Coordinating involvement in music festivals and trips (Halle): liaise with SMT, peripatetic teachers and Music Service, and inform parents of details.
- Liaising with peripatetic staff about any concerns or issues, and then with SMT as required.
- Ordering and maintaining musical equipment. Organising the necessary repair of instruments.
- Creating appropriate displays and posters in the music classroom.
- Liaising and maintaining a good working relationship with Music For Life
- Ensuring a living and healthy musical environment exists at the school.

## **Role of the Head Teacher:**

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Music leader and responsible governor, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that Music remains a high-profile subject in the school's development work.

Last Updated: February 2024

Review date: February 2026

Signed:





## Appendix 1: Music Pedagogical Approach



# Music Teaching and Learning Pedagogy



## The Four Cornerstones of Learning

# FARNDON'S CORNERSTONES TO LEARNING

## Setting the right culture: Habits and Routines

<i>Environment</i>		<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> <li>Working walls reflect current learning in Maths and Literacy</li> <li>Celebrate Mistakes visually.</li> <li>Sticky Facts being learnt that term.</li> <li>Share with the pupils what a good one looks like (WAGOLL).</li> <li>Celebrate pupils' work from different areas of the curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>Welcome at the class door.</li> <li>Always be the adult and combine assertiveness with warmth.</li> <li>Model calm, controlled and caring behaviour.</li> <li>Be consistent with consequences, maintaining certainty over severity.</li> <li>At the point marking with verbal feedback (record VF).</li> <li>Feed forward using whole class feedback book.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce 3 step processes: re-direct, challenge and correct.</li> <li>Constantly positively reinforce good behaviour and attitudes.</li> <li>Respond consistently to reward, set expectation and sanction.</li> <li>Promote good learning attitudes: <b>work hard; push themselves; don't give up; concentrate.</b></li> </ul>
<b>Think</b> <i>Fluency / Recall</i>	<b>1</b>	Begin each theme <b>retrieving</b> from memory what they already know from previous Milestones. At the start of each session, revisit previous substantive knowledge and concepts taught orally. Share Knowledge Organiser for pre-learning (could blow up to A3 and display).	
	<b>2</b>	Start each session with a shared <b>purpose</b> . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.	
<b>Learn</b> <i>Understanding</i>	<b>3</b>	Teacher models. Use principle <b>I do....We do... You do.....</b> Show the skills and a <b>WAGOLL</b> . Use worked examples. Teacher models "how to think" like a Musician by thinking aloud their own thought processes ( <b>meta-cognitive modelling</b> ) and show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.	
	<b>4</b>	Check for pupil understanding. Use techniques to involve all pupils such as <b>cold calling</b> and <b>think; pair; share</b> . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – <b>"Say it again but better."</b>	
	<b>5</b>	Provide <b>scaffolds</b> to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it. <b>Feedback</b> should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.	
<b>Explore</b> <i>Quality of Performance</i>	<b>6</b>	Before independence, use <b>guided practice</b> and check pupils have a certain level of confidence. Gradually remove any scaffolds. Embed knowledge through <b>independent practice</b> . Once new knowledge is embedded, look to <b>apply</b> by performing to others.	

<b>Evaluate</b> <b>e</b> <i>Recall</i>	<b>7</b>	Pupils encouraged to <b>review</b> their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme / unit, re-read, recall and check with knowledge organisers and evaluate own performances.
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## Appendix 2: Skills and Knowledge Curriculum Overview

### Music Knowledge and Skills Curriculum

Early Years Foundation Stage	Key Stage One Learning	Key Stage Two Learning
<p><b>Expressive Arts and Design Exploring and using media and materials 40-60 months</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments</li> </ul> <p><b><u>ELG</u></b></p> <p>Children sing songs, make music.</p> <p><b><u>Being Imaginative ELG</u></b></p> <p>They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and un-tuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>

### EARLY YEARS FOUNDATION KNOWLEDGE ORGANISER

ELG	Pupils given opportunities to:	Pupil Outcomes	Charanga Units
<p><b>Being Imaginative</b></p> <p>Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others</p>	<ul style="list-style-type: none"> <li>• Develop ideas and interests</li> <li>• Have specific foci for creative designs/purpose.</li> <li>• Combine and change their creation purposefully reflecting and reviewing their work.</li> <li>• Talk about the ideas and processes they have used in their own and others work</li> <li>• Recognise the strengths of their own work and others</li> </ul>	<p><b>Expected Standard</b></p> <ul style="list-style-type: none"> <li>• The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas.</li> <li>• Pupils experiment with design - sometimes adult led but not making 'everyone the same'</li> </ul>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Me</li> <li>• Christmas Song</li> <li>• Your imagination</li> <li>• Christmas songs</li> </ul>
		<p><b>Exceeding Standard</b></p> <ul style="list-style-type: none"> <li>• Pupils develop their ideas, make decisions, combine and change their ideas with a</li> </ul>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• My Stories</li> </ul>
<p><b>Music Vocabulary coverage throughout Early Years</b></p>			

			purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created	<ul style="list-style-type: none"> <li>• Our World</li> </ul>
Chant	Quiet			<b>Summer</b>
Fast	Repeat			<ul style="list-style-type: none"> <li>• Everyone</li> <li>• RRR</li> </ul>
Follow	Rhythm			
High	Sing			
Instrument	Slow			<ul style="list-style-type: none"> <li>• Big Bear Funk</li> <li>• RRR</li> </ul>
Low	Song			
Loud	Sounds			

### MILESTONE 1 KNOWLEDGE ORGANISER

Key Vocab		Performing	Composing	Appraising	Charanga Units	
Beater Beat Cymbal Drum High / Low sound Listen Loud Perform Quiet Shaker Steady beat Tambourine Tuned / Untuned percussion Pitch	Tempo	<ul style="list-style-type: none"> <li>• To use their voices to speak/sing/chant</li> <li>• To join in with singing</li> <li>• To use instruments to perform</li> <li>• To look at their audience when they are performing</li> <li>• To clap short rhythmic patterns</li> <li>• To copy sounds</li> <li>• To sing and follow the melody (tune)</li> <li>• To sing accurately at a given pitch</li> <li>• To perform simple patterns and accompaniments keeping a steady pulse</li> <li>• To perform with others</li> <li>• To play simple rhythmic patterns on an instrument</li> <li>• To sing/ clap a pulse increasing or decreasing in tempo</li> </ul>	<ul style="list-style-type: none"> <li>• To make different sounds with their voice</li> <li>• To make different sounds with instruments</li> <li>• To identify changes in sounds</li> <li>• To change the sound</li> <li>• To repeat (short rhythmic and melodic) patterns</li> <li>• To make a sequence of sounds</li> <li>• To show sounds by using pictures</li> <li>• To order sounds to create a beginning, middle and end</li> <li>• To create music in response to</li> <li>• To choose sounds which create an effect</li> <li>• To use symbols to represent sounds</li> <li>• To make connections between notations and musical sound.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to different moods in music</li> <li>• To say how a piece of music makes them feel</li> <li>• To say whether they like or dislike a piece of music</li> <li>• To choose sounds to represent different things</li> <li>• To recognise repeated patterns</li> <li>• To follow instructions about when to play or sing</li> <li>• To improve their own work</li> <li>• To listen out for particular things when listening to music</li> </ul>	<b>Autumn 2 Year Programme</b>	
	Triangle				<b>Cycle A</b>	<b>Cycle B</b>
	Tune				My Musical	Pulse;
	Voice				Heartbeat	Rhythm;
	accompany				Dance; Sing;	Pitch
	Body				Play	Playing in an Orchestra
	percussion				<b>Spring 2 Year Programme</b>	
	Chime bar				<b>Cycle A</b>	<b>Cycle B</b>
Chord	Exploring sounds	Inventing a Musical Story				
Claves	Learning to Listen	Recognising Different Sounds				
Compose	<b>Summer 2 Year Programme</b>					
Duration	<b>Cycle A</b>	<b>Cycle B</b>				
Ostinato	Having fun with Improvisation	Exploring Improvisation				
Phrase	Let's Perform Together	Our Big Concert				
Pulse						
Volume						

					<b>Composers</b>	
<b>MILESTONE 2 KNOWLEDGE ORGANISER</b>						
<b>Key Vocab</b>		<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>	<b>Charanga Units</b>	
Name of instruments Accompaniment Call and response Castanets Composer Conductor Drone Duet Duration Movement Structure Xylophone Harmony Improvise	Dynamics Glockenspiel Lyrics Melodic Phrase Melody Orchestra Orchestration Ostinati Round Scale Stepwise Theme Unison Woodblock Leaping Pentatonic	<ul style="list-style-type: none"> <li>To use different elements in their composition</li> <li>To create repeated patterns with different instruments</li> <li>To compose melodies and songs</li> <li>To create accompaniments for tunes</li> <li>To combine different sounds to create a specific mood or feeling</li> <li>To use notations to record and interpret sequences of pitches • To use standard notation • To use notations to record compositions in a small group or on their own</li> <li>To use their notation in a performance</li> </ul>	<ul style="list-style-type: none"> <li>To improve their work explaining how it has improved</li> <li>To use musical words (the elements of music) to describe a piece of music and compositions</li> <li>To use musical words to describe what they like and dislike</li> <li>To recognise the work of at least one famous composer</li> <li>To explain the place of silence and say what effect it has</li> <li>To start to identify the character of a piece of music</li> <li>To describe and identify the different purposes of music</li> <li>To being to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul>	<ul style="list-style-type: none"> <li>To improve their work explaining how it has improved</li> <li>To use musical words (the elements of music) to describe a piece of music and compositions</li> <li>To use musical words to describe what they like and dislike</li> <li>To recognise the work of at least one famous composer</li> <li>To explain the place of silence and say what effect it has</li> <li>To start to identify the character of a piece of music</li> <li>To describe and identify the different purposes of music</li> <li>To being to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul>	<b>Autumn 2 Year Programme</b>	
					<b>Cycle A</b>	<b>Cycle B</b>
					Writing Music Down Playing in a Band	Musical Structures Exploring Feelings when you play
					<b>Spring 2 Year Programme</b>	
					<b>Cycle A</b>	<b>Cycle B</b>
					Compose using your Imagination More Musical Styles	Compose with your Friends Feelings through music
					<b>Summer 2 Year Programme</b>	
					<b>Cycle A</b>	<b>Cycle B</b>
					Enjoying Improvisation Opening Night`	Expression and Improvisation A Spooky Story
					<b>Composers</b>	

### MILESTONE 3 (Year 5) KNOWLEDGE ORGANISER

Key Vocab		Performing	Composing	Appraising	Charanga Units
Semi Quaver Tied / Dotted notes Accents Quaver Crotchet Bow holds Pizzicato Dynamic range One step rise/fall in melody Chromatic notes	Mood Chords Standard staff notation Bow Articulation Tremolo Minims Ensemble Fermata Staccato bowing	<ul style="list-style-type: none"> <li>Assembling and looking after their instrument and holding it correctly</li> <li>Pizzicato with a clear control of pulse</li> <li>Recognise at least 3 strings</li> <li>Arco with some fingertip control a recognisable pulse.</li> <li>Playing with the correct posture.</li> <li>Showing an awareness of pitch, pulse/beat.</li> <li>Produce a note, controlling different lengths.</li> <li>Can play 3 string pitches.</li> <li>Adding Left Hand 1<sup>st</sup> Fingers (A,E,B) enabling one step (tone) melodies</li> <li>Bow tone quality and sustain enabling minims understanding 'Down' and 'Up'</li> <li>Bow articulation enabling quaver rhythms</li> <li>Dynamic! Range make quiet / loud sound.</li> <li>Appropriate use of pizz, arco whole bow. Sustain, sound effects eg tremolo, glissandi, sul ponticello, sul, tasto</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining a steady pulse.</li> <li>Aural understanding of crotchet minim and quaver.</li> <li>Awareness of the conductor when to start keeping together and when to stop.</li> <li>Recognise, recall and repeat a rhythm (vocal/clapping).</li> <li>Pupils can recognise and play in both 3 and 4 beat metres</li> <li>Pupils can listen to a simple rhythmic call and response and reproduce</li> <li>Pupils can follow a musical timeline with notes.</li> <li>Ability to maintain a musical line within a multi\part arrangement.</li> <li>Development of ability to read and understand rhythm notation</li> <li>Understanding and performing music in triple time</li> <li>Developing sense of ensemble.</li> <li>Creating and improvising a 2 bar rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>To describe, compare and evaluate music using musical vocabulary</li> <li>To explain why they think their music is successful or unsuccessful</li> <li>To suggest improvements to their own or others' work</li> <li>To choose the most appropriate tempo for a piece of music</li> <li>To contrast the work of famous composers and show preferences</li> </ul>	<p><b>Year 5 have a music for life tutor alongside the music's leader all year to learn to play and perform violin / cello.</b></p> <p><b>Composers</b></p> <p>Famous string quartet composers</p> <p>Ludwig Van Beethoven Wolfgang Amadeus Franz Schubert</p>
					<b>Additional Charanga Units</b>
					Grime Developing Ensemble Skills The Show Must Go On

### MILESTONE 3 (Year 6) KNOWLEDGE ORGANISER

Key Vocab		Performing	Composing	Appraising	Charanga Units
Accent	Texture				<b>Autumn Programme</b>

Bass Notation Syncopation	Timbre diction Interval	<ul style="list-style-type: none"> <li>• To sing a harmony part confidently and accurately</li> <li>• To perform parts from memory</li> <li>• To perform using notations</li> <li>• To take the lead in a performance</li> <li>• To take on a solo part</li> <li>• To provide rhythmic support</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</li> <li>• To recognise that different forms of notation serve different purposes</li> <li>• To use different forms of notation</li> <li>• To be able to combine groups of beats</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to refine and improve their work</li> <li>• To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• To be able to analyse features within different pieces of music</li> <li>• To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul>	Music Technology Creative Composition
					<b>Spring Programme</b>
					Musical Styles Connect Us Improvising with Confidence
					<b>Summer Programme</b>
					Farewell Tour Hip Hop
					<b>Composers</b>



## Appendix 3: Curriculum Overview

### Farndon Primary School 2 yr Rolling Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1/2 A</b>	My Musical Heartbeat  1 2 3 4 5 6 7	Dance, Sing and Play!  1 2 3 4 5 6 7	Exploring Sounds  1 2 3 4 5 6 7	Learning to Listen  1 2 3 4 5 6 7	Having Fun with Improvisation  1 2 3 4 5 6 7	Let's Perform Together!  1 2 3 4 5 6 7
<b>Year 1/2 B</b>	Pulse, Rhythm and Pitch  1 2 3 4 5 6 7	Playing in an Orchestra  1 2 3 4 5 6 7	Inventing a Musical Story  1 2 3 4 5 6 7	Recognising Different Sounds  1 2 3 4 5 6 7	Exploring Improvisation  1 2 3 4 5 6 7	Our Big Concert  1 2 3 4 5 6 7
<b>Year 3/4 A</b>	Writing Music Down  1 2 3 4 5 6 7	Playing in a Band  1 2 3 4 5 6 7	Compose Using Your Imagination  1 2 3 4 5 6 7	More Musical Styles  1 2 3 4 5 6 7	Enjoying Improvisation  1 2 3 4 5 6 7	Opening Night  1 2 3 4 5 6 7
<b>Year 3/4 B</b>	Musical Structures  1 2 3 4 5 6 7	Exploring Feelings When You Play  1 2 3 4 5 6 7	Compose with Your Friends  1 2 3 4 5 6 7	Feelings Through Music  1 2 3 4 5 6 7	Expression and Improvisation  1 2 3 4 5 6 7	A Spooky Story  1
<b>Year 5</b>	No unit assigned  1 2 3 4 5 6 7	Grime  1	No unit assigned  1 2 3 4 5 6 7	Developing Ensemble Skills  1 2 3 4 5 6 7	The Show Must Go On!  1 2 3 4 5 6 7	No unit assigned  1 2 3 4 5 6 7
<b>Year 6</b>	Music and Technology  1 2 3 4 5 6 7	Creative Composition  1 2 3 4 5 6 7	Musical Styles Connect Us  1 2 3 4 5 6 7	Improvising with Confidence  1 2 3 4 5 6 7	Farewell Tour  1 2 3 4 5 6 7	Hip Hop  1

