Subject Overview

Music

Here, children thrive...

Music curriculum intent

Through our high-quality music education we 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 learn to appraise music, allowing them to compose, and to listen to a wide genres of music.

Through our study of Music, we aim to ensure that all pupils:

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

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

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

Implementation

Curriculum structure & sequencing

We structure our music curriculum at Boughton Heath using the Kapow Music Scheme. This provides teachers with week-by-week lesson support and is ideal as it supports both our musical and non-musical staff by providing excellent, engaging music lessons with clear progression.

Content & concepts

The Kapow Music scheme allows children to be exposed to a diverse range of music genres. It is an integrated, practical, exploratory and child led approach to musical learning. 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.

Enrichment and personal development:

Musical enrichment occurs throughout the school in a variety of ways. Music lessons (from external providers) are offered to children from Year 2 – 6 in a wide range of instruments. Extra curricular clubs such as Choir offer children the chance to express themselves through singing. Children have the opportunity to take part in performances throughout the year including: Amasing, Christmas Productions and Summer Concerts.

Assessment and next steps

Children are assessed throughout the half termly units against the knowledge and skills provided by Kapow for each unit. Each term staff will then make a teachers assessment based on the children's ability across the six different areas to make a judgement about where they sit in reference to what has been taught. Evidence will be collated in floor books throughout the units for teachers to review.

Music in the Early Years Foundation Stage

Music in the Early Years Foundation Stage is important to develop children's confidence, communication and gross motor skills.

Whilst not a specific area of learning within the Early Years framework, music and its associated learning and skills can be found across the following areas;

- Communication and Language
- Physical Development
- Expressive Arts and Design

At Boughton Heath we cover music as part of the holistic offer we make to children across the 7 areas of learning, whilst also teaching music as a discrete subject.

In order to promote consistency of education relating to music, we adopt the same scheme used by the rest of the school to deliver music within EYFS, specifically – Kapow Music. This introduces children to the concepts of music and musical terminology in the earliest days of life at primary school, which children then develop year after year with subsequent learning.

It is our intention for children within EYFS to develop a love of music as subject, whilst also using music, song, rhyme and dance to support the effective teaching and learning of the wider EYFS curriculum also.

Links to Development Matters

Communication and Language
1. Understand how to listen carefully and why listening is important.
2. Listen carefully to rhymes and songs, paying attention to how they sound.
3. Learn rhymes, poems and songs.

Physical Development
1. Progress towards a more fluent style of moving, with developing control and grace.
2. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Expressive Arts and Design
a) Listen attentively, move to and talk about music, expressing their feelings and responses.
b) Watch and talk about dance and performance art, expressing their feelings and responses.
c) Sing in a group or on their own, increasingly matching the pitch and following the melody.
d) Explore and engage in music making and dance, performing solo or in groups.

Links to Early Learning Goals

Being Imaginative and Expressive

.Invent, adapt and recount narratives and stories with peers and their teacher;

.Sing a range of well-known nursery rhymes and songs;

.Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Gross Motor Skills

.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Listening, attention and understanding

.Make comments about what they have heard and ask questions to clarify their understanding,

Inclusion within Music

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs – we call this amended implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within Music. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.

Same intent, adapted implementation

Music to take place within a larger space to provide less distraction and more opportunity for engagement and concentration.

Make regular references to relevant language throughout the lesson.

Use partnered and turn based learning support to provide modelled examples to children and provide collaborative learning opportunities.

Provide learners with targeted resources to support their learning and understanding such as visual aids.
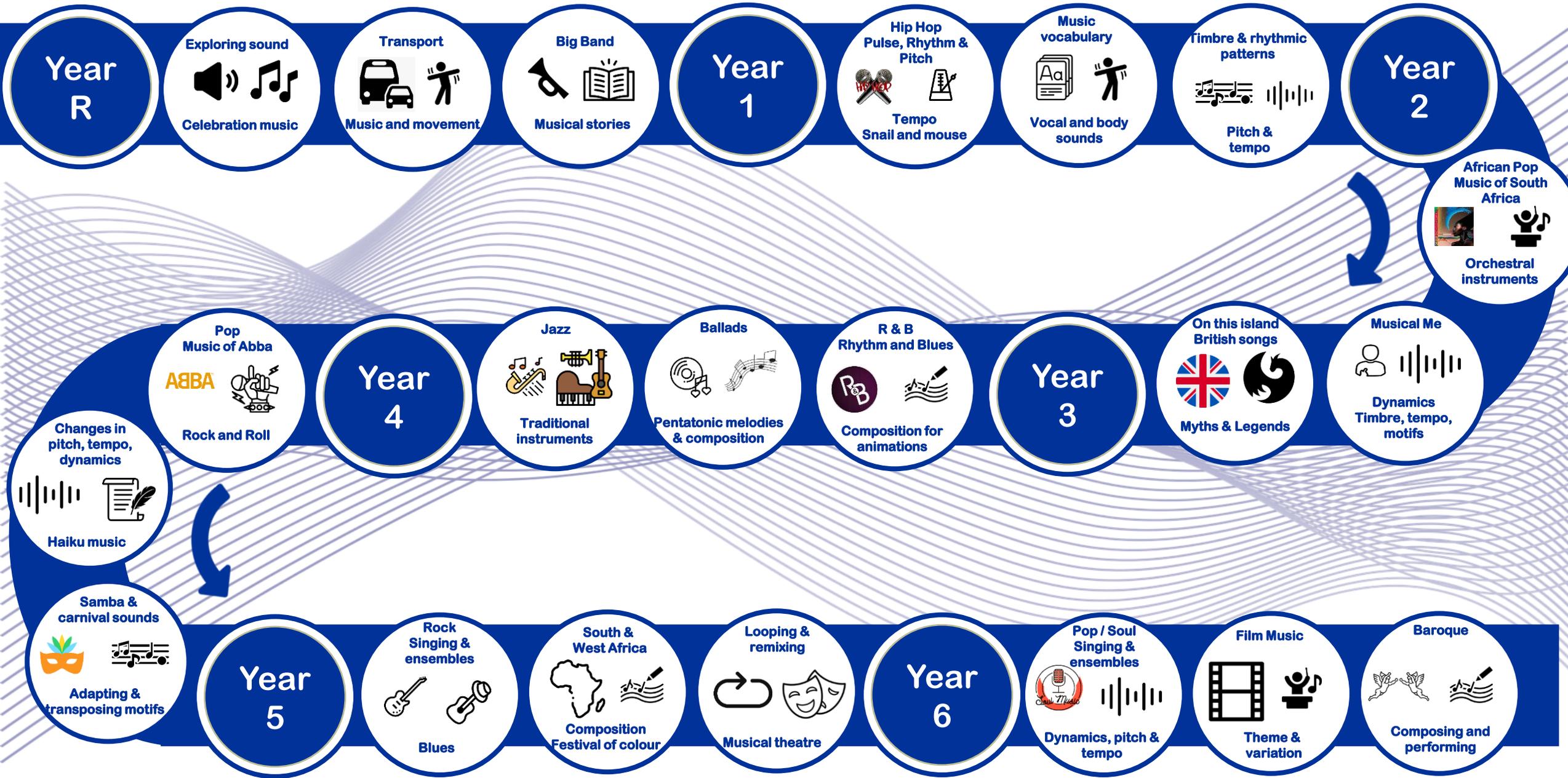
Give children longer time on tasks and break instruction down into more manageable steps to be followed – support by closer adult focus.

Sensory breaks to aid transition between physical education and other learning times.

Boughton Heath Academy Curriculum Road Map - Music

Year R

Exploring sound
Celebration music

Transport
Music and movement

Big Band
Musical stories

Year 1

Hip Hop
Pulse, Rhythm & Pitch
Tempo
Snail and mouse

Music vocabulary
Vocal and body sounds

Timbre & rhythmic patterns
Pitch & tempo

Year 2

African Pop
Music of South Africa
Orchestral instruments

Pop
Music of Abba
Rock and Roll

Year 4

Jazz
Traditional instruments

Ballads
Pentatonic melodies & composition

R & B
Rhythm and Blues
Composition for animations

Year 3

On this island
British songs
Myths & Legends

Musical Me
Dynamics
Timbre, tempo, motifs

Changes in pitch, tempo, dynamics
Haiku music

Samba & carnival sounds
Adapting & transposing motifs

Year 5

Rock
Singing & ensembles
Blues

South & West Africa
Composition
Festival of colour

Looping & remixing
Musical theatre

Year 6

Pop / Soul
Singing & ensembles
Dynamics, pitch & tempo

Film Music
Theme & variation

Baroque
Composing and performing

Year group endpoints

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring sound / Celebration music A1: Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment. A2: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	**Hip Hop / Pulse, Rhythm & Pitch / Tempo Snail and mouse** A1: To identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. A2: To use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow.	**African Pop Music of South Africa / Orchestral instruments** A1: To use instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognise simple notation, progressing to creating call and response rhythms. A2: To be introduced to the instruments of the orchestra and practice identifying these within a piece of music. To learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	**R & B Rhythm and Blues / Composition for animations** A1: To tell stories through music, listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change; creating original compositions to match an animation, building up layers of texture. A2: To develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	**Pop Music of Abba / Rock and Roll** A1: To explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythm of the rainforest, layer by layer. A2: To learn about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	**Rock Singing & ensembles / Blues** A1: To learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation. A2: To learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	**Pop / Soul Singing & ensembles / Dynamics, pitch & tempo** A1: To develop greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts. A2: To appraise the work of Mendelssohn and further developing improvisation and composition skills.
Transport / Music and movement Sp1: Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Sp2: Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	**Music vocabulary / Vocal and body sounds** Sp1: Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. Sp2: To make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	**Musical Me / Dynamics, Timbre, tempo, motifs** Sp1: To learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody. Sp2: To develop knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	**Ballads / Pentatonic melodies & composition** Sp1: To learn what ballads are, how to identify their features and how to convey different emotions when performing them. Carefully select vocabulary to describe a story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. Sp2: To revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	**Changes in pitch, tempo, dynamics / Haiku music** Sp1: To listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. Sp2: To use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	**South & West Africa / Composition Festival of colour** Sp1: To learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety. Sp2: To explore the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	**Film Music / Theme & variation** Sp1: To explore and identify the characteristics of film music, creating a composition and graphic score to perform alongside a film. Sp2: To explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
Big Band / Musical stories Su1: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. Su2: A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	**Timbre & rhythmic patterns / Pitch & tempo** Su1: To be introduced to the concept of timbre; learning different sounds can represent characters and moments in a story. To explore clapping to syllables of words before creating rhythmic patterns to tell a familiar fairy tale. Su2: To learn how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	**On this island British songs / Myths & Legends** Su1: To create sounds to represent three contrasting landscapes: seaside, countryside and city. Su2: To develop understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	**Jazz / Traditional instruments** Su1: To learn about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm. Su2: To listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	**Samba & carnival sounds / Adapting & transposing motifs** Su1: To explore the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. Su2: To draw upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	**Looping & remixing / Musical theatre** Su1: To learn about how dance music is created, focusing particularly on the use of loops. Su2: To be introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.	**Baroque / Composing and performing** Su1: To explore the music and composers of the Baroque Period and investigate the structural and stylistic features of their work. Su2: create their very own leavers' song personal to their experiences as a class.

Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	• Recognising and understanding the difference between pulse and rhythm. • *Understanding that different types of sounds are called timbres. • *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group	• Recognising timbre changes in music they listen to. • Recognising structural features in music they *listen to. • Listening to and recognising instrumentation. • *Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. • *Recognising and explaining the changes within a piece of music using musical vocabulary. • *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Understanding that music from different times has different features.	• Recognising the use and development of motifs in music. • *Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). • Identifying common features between different genres, styles and traditions of music. • *Recognising, naming and explaining the effect of the interrelated dimensions of music. • *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • *Using musical vocabulary to discuss the purpose of a piece of music. • *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	• *Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.) • *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • *Comparing, discussing and evaluating music using detailed musical vocabulary. • *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). • *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
Composing	• Selecting and creating short sequences of sound with voices and instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher	• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or Character • *Successfully combining and layering several instrumental and vocal patterns within a given structure • Creating simple melodies from five or more notes. • *Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work.	• Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • *Suggesting and implementing improvements to their own work, using musical vocabulary.	• Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • *Creating a piece of music with at least four different layers and a clear structure. • *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • *Suggesting improvements to others' work, using musical vocabulary	• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work	• Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • *Constructively critique their own and others' work, using musical vocabulary.
Performing	• Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments. • *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation.	• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • *Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology	• . *Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.	• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Performing with accuracy and fluency from graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency.	• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their own notation. • Performing by following a conductor's cues and directions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch						
	• To understand that pitch means how high or low a note sounds. • To understand that 'tuned' instruments play more than one pitch of notes	• To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune	• To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A	• To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	• To understand that a minor key (pitch) can be used to make music sound sad. • To understand that major chords create a bright, happy sound. • To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made	• To know that the Solfa syllables represent the pitches in an octave. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that a melody can be adapted by changing its pitch.
Duration						
	• To know that rhythm means a pattern of long and short notes.	• To know that 'duration' means how long a note, phrase or whole piece of music lasts. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	• To know that different notes have different durations, and that crotchets are worth one whole beat. • To know that written music tells you how long to play a note for.	• To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. • To know that a motif in music can be a repeated rhythm	• To know that 'poly-rhythms' means many different rhythms played at once. • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	• To understand that all types of music notation show note duration. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. • To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats
Dynamics						
	• To know that dynamics means how loud or soft a sound is. • To understand that sounds can be adapted to change their mood, eg through dynamics	• To know that dynamics can change the effect a sound has on the audience.	• To know that the word 'crescendo' means a sound getting gradually louder	• To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music	• To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	• To know that a melody can be adapted by changing its dynamics.
Tempo						
	• To know that the 'pulse' is the steady beat that goes through music. • To know that tempo is the speed of the music.	• To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To understand that the pulse of music can change. • To know that my voice, body and instruments can show fast and slow beats	• To know that playing in time means all performers playing together at the same speed	• To know that playing in time means all performers playing together at the same speed.	• To understand that a slow tempo can be used to make music sound sad. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	• To know that a melody can be adapted by changing its dynamics, pitch or tempo
Timbre						
	• To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. • To know that my voice can create different timbres to help tell a story	• To know that musical instruments can be used to create 'real life' sound effects. • To understand an instrument can be matched to an animal noise based on its timbre.	• To understand that the timbre of instruments played affect the mood and style of a piece of music	• To know that grouping instruments according to their timbre can create contrasting 'textures' in music. • To understand that both instruments and voices can create audio effects that describe something you can see.	• To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	• To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright
Texture						
	• To know that music has layers called 'texture'.	• To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	• To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music	• To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To understand that harmony means playing two notes at the same time, which usually sound good together.	• To understand that a chord is the layering of several pitches played at the same time. • To know that poly-rhythms means many rhythms played at once.	• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. • To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
Structure						
	• To know that a piece of music can have more than one section, eg a versed and a chorus	• To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song	• To know that in a ballad, a 'stanza' means a verse. • To know that music from different places often has different structural features, eg traditional • Chinese music is based on the five-note pentatonic scale	• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	• To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords	• To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. • To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
Notation						
	• To understand that music can be represented by pictures or symbols	• To know that 'notation' means writing music down so that someone else can play it • I know that a graphic score can show a picture of the structure and / or texture of music	• To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play	• To know that 'performance directions' are words added to music notation to tell the performers how to play.	• To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	• To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • To know that chord progressions are represented in music by Roman numerals.

Musical theory and understanding

Assessment within Music

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Music.

When assessing Music, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the Music units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children .

As an organisational tool, the breakdown of this is organised on a single page as can be seen below; with the essential knowledge for each lesson being broken down :

Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Music, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.

Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.