



## Subject: Music at Denton CP School      Statement of Intention

- Regular music lessons in class will: promote enjoyment in music, promote self-expression, promote participation and performance in singing and instrumental activities and develop confidence and skills in composing, communicating and recording.
- In line with the National Curriculum, we ensure that our children will: 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; create and compose music on their own and with others; have the opportunity to learn a musical instrument; use technology appropriately; understand and explore how music is created, produced and communicated through pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Children at Denton Community Primary School will access and be encouraged to use music throughout their whole school experience as it plays an important part in school life.
- Every class has regular music lessons in which the skills needed to make music are taught such as listening, appraising, composing and performing, with plenty of opportunities to link these skills to other curriculum areas.
- There are also opportunities to enrich our special occasions with music such as at the Christmas performances in EYFS, KS1 and KS2 and at the KS2 musical production at the end of the end of the school year with the focus on Year 6 taking the lead roles.
- Weekly whole school Singing Assemblies give the children the opportunity to learn well-known thematic songs (e.g. Harvest, Remembrance Day, Christmas Carols)
- Denton uses Charanga, a digital resource to help teach the new Primary Music Curriculum. The Charanga Musical School 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 new National Curriculum and is absolutely in line with published Ofsted guidance. The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; **and** Singing and Performing. Musical School contains a substantial Song Centre with nursery rhymes, chants and action songs for younger children, and classical repertoire and well known favourites by Abba, Bon Jovi and Adele for older children. The Songs are complemented by two Musitrax singing courses written for Early Years to KS1 with progressive interactive resources, extensive teacher guides plus some very useful vocal warm-up activities.
- Denton is well resourced with percussion and some tuned instruments and the children are given opportunities to use these to accompany, compose and learn further about beat and rhythm.
- Denton's Year 4 children learn to play the recorder with a peripatetic teacher from East Sussex Music Service. These half an hour weekly sessions are revisited regularly throughout the week by the Year 4 class teacher to provide the children with practise time and promote the enjoyment of playing together and learning a musical instrument.
- Denton works closely with East Sussex Music Service to offer other instrumental lessons out of class and Gifted and Talented Musical Workshops to children from our own school and other schools in the County.



- The school choir is an extra-curricular activity offered to Key Stage 2 children, which provides children with the opportunity to perform to different audiences inside and outside of school.

- **Aims: Children will leave Denton CP School engaged and inspired with a developing love of music. They will have performed, listened to, reviewed and evaluated music across a range of historical periods, genres, styles and traditions. They will have learned the enjoyment of singing and using their voices, to create and compose music on their own and with others, will have had the opportunity to learn a musical instrument and use technology appropriately. They will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.**

Skills	Year 1	Year 2	Year 3 All skills covered dependant on activities chosen. Cycle B T5/6	Year 4	Year 5	Year 6
Listen and Appraise	End of KS1 expectations	<ul style="list-style-type: none"> <li>Enjoys listening to a variety of different musical styles from different parts of the world (Y1 B5/6) (Y2 B5/6)</li> <li>Can sometimes recognise/identify where in the world they are from (Y1 B5/6) (Y2 B5/6)</li> <li>Can sometimes recognise/identify the different musical styles (B5/6)</li> <li>Can sometimes recognise/identify the different instruments they hear (Y2 B5/6)</li> <li>Can usually find the pulse when listening to music independently (Y1 B5/6)</li> <li>Are starting to use musical words when they talk about music (Y1 B5/6) (Y2B5/6)</li> <li>Can concentrate when their peers talk about music and show respect for their opinions and feelings (Y1 B5/6) (Y2 B5/6)</li> <li>Understand how pulse, rhythm, pitch fit into the music</li> </ul>	Interim expectations	<ul style="list-style-type: none"> <li>Enjoys listening to a variety of music from all over the world, different times and traditions</li> <li>Can place music in its historical context</li> <li>Can recognise/identify different style indicators and different instruments and their sounds</li> <li>Can find the pulse when listening to music</li> <li>Can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music</li> <li>Can use musical words and language to describe the music they listen to and their feelings towards it</li> <li>Get enjoyment from listening to others discussing their ideas about the music they listen to</li> <li>Can comment on and discuss the opinions and feelings of others respectfully</li> </ul>	End of KS2 expectations	<ul style="list-style-type: none"> <li>Enjoys listening to a variety of music from all over the world, different times and traditions</li> <li>Can place music in its historical context</li> <li>Can confidently recognise/identify different style indicators and different instruments and their sounds</li> <li>Can find the pulse easily when listening to music</li> <li>Can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music</li> <li>Can use musical words and language to describe the music they listen to and their feelings towards it</li> <li>Get enjoyment from listening to others discussing their ideas about the music they listen to</li> <li>Can comment on and discuss the opinions and feelings of others respectfully</li> </ul>

		<ul style="list-style-type: none"> <li>• they are listening to</li> <li>• Are beginning to show understanding of how tempo and dynamics fit into the music</li> </ul>		<ul style="list-style-type: none"> <li>• Can discuss other dimensions of music and how they fit into the music they are listening to</li> </ul>		<ul style="list-style-type: none"> <li>• Can confidently discuss other dimensions of music and how they fit into the music they are listening to</li> </ul>
<b>Musical Interaction</b>		<ul style="list-style-type: none"> <li>• Can sometimes find the pulse straight away and independently when listening to a piece of music (Y1 B5/6)</li> <li>• Show they have found the pulse by marching or moving their body (Y1 B5/6)</li> <li>• Know/Understand that the pulse is the foundation of all music (Y1 B5/6)</li> <li>• Can find and keep the pulse on their own or in a group, to a piece of music (Y1 B5/6)</li> <li>• Understand that rhythm changes but pulse stays the same</li> <li>• Can clap a simple rhythm over the pulse (Y1 B5/6)</li> <li>• Can make up their own simple rhythm</li> <li>• Know that they are using pitch when they sing (Y1 B5/6)</li> <li>• Can clap the rhythm of their name, of favourite food etc.</li> <li>• Can explain how tempo and dynamics can be used in a piece of</li> </ul>		<ul style="list-style-type: none"> <li>• Can find the pulse independently when listening to a piece of music</li> <li>• Understands that the pulse is the foundation of all music – the musical heartbeat</li> <li>• Can demonstrate the pulse using movement</li> <li>• Can explain and demonstrate how pulse, rhythm and pitch work together to create a song</li> <li>• Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice</li> <li>• Can explain how some of the other dimensions of music are sprinkled through songs and pieces e.g. tempo, dynamics, timbre, texture and structure</li> </ul>		<ul style="list-style-type: none"> <li>• Can find the pulse of any piece of music with ease and confidence, internally or externally, with body movement</li> <li>• Understand and can explain that pulse is the foundation upon which all other dimensions are built</li> <li>• Can recognise when they or others are out of time (B 5/6)</li> <li>• Understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song (B 5/6)</li> <li>• Feel confident creating their own rhythms and short improvised melodies with their voice (B 5/6)</li> <li>• Understand how the other interrelated dimensions of music are used through song and</li> </ul>

		music				pieces of music and why that makes music more interesting when they listen to it
<b>Singing</b>		<ul style="list-style-type: none"> <li>• Get enjoyment through singing in a group and make a good sound (Y1 B5/6)</li> <li>• Know they have to warm up their voices to keep them safe (Y1 B5/6)</li> <li>• Know they have to stand up straight to produce a quality sound (Y1 B5/6)</li> <li>• Understand the meaning of the words in songs so that they can perform them properly (Y2 B5/6)</li> <li>• Keep the pulse inside of them when they sing (Y1 B5/6)</li> <li>• Listen to others in their group to ensure they are all singing the same tune and are singing together (Y1 B5/6)</li> <li>• Can follow a leader when they sing, starting and stopping when they are told to (Y1 B5/6) (Y2 B5/6)</li> </ul>		<ul style="list-style-type: none"> <li>• Understands the importance of working together in an ensemble and how the musical outcomes are of a higher quality when doing so</li> <li>• Understands the importance of, and the reason why, we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices</li> <li>• Sings songs and melodies and starts to consider how they should be interpreted</li> <li>• Sings in tune within a limited pitch range, and performs with a stronger/more secure sense of pulse and rhythm</li> <li>• Joins in and stops as appropriate, following the leader/conductor confidently</li> </ul>		<ul style="list-style-type: none"> <li>• Gets enjoyment singing in an ensemble</li> <li>• Pronounces words correctly, sings in tune and thinks about how the whole song fits together</li> <li>• Understands the importance of warming up their voice, having good posture, breathing and projecting their voice</li> <li>• Has a greater understanding of melody, words and their importance and how to interpret a song musically</li> <li>• Sings with confidence, with increasingly difficult melodies and words, sometimes in two parts</li> </ul>
<b>Playing instruments</b>		<ul style="list-style-type: none"> <li>• Get enjoyment from playing instruments (Y1 B5/6) (Y2 B5/6)</li> <li>• Can play 'by ear' or 'by heart' when</li> </ul>		<ul style="list-style-type: none"> <li>• Continues to explore and create music using classroom percussion, tuned</li> </ul>		<ul style="list-style-type: none"> <li>• Continues to use glocks, recorders and band instruments if appropriate, to play</li> </ul>

		<p>they are comfortable with their part</p> <ul style="list-style-type: none"> <li>• Know that all the different parts of the ensemble are important and fit together</li> <li>• Get enjoyment from playing in a group (Y1 B5/6)</li> <li>• Can start/stop when directed by a leader (Y1 B5/6)</li> <li>• Can look after their instrument and hold a beater correctly, placing it in rest position when they are not playing (Y1 B5/6)</li> <li>• Know that there is a 'language' that represents the music they play</li> <li>• Can write down their music using colours, shapes or pictures</li> </ul>		<p>and un-tuned, to play melodies, tunes and accompaniments</p> <ul style="list-style-type: none"> <li>• Uses glocks, recorders and band instruments if appropriate</li> <li>• Continues to play and move between differentiated parts with a sound-before-symbol approach, according to ability</li> <li>• Uses notated parts provided if appropriate</li> <li>• Continues to experience playing together in an ensemble</li> <li>• Is starting to respond to musical cues such as starting and stopping, following a leader/conductor</li> <li>• Learns to treat each instrument with respect and use the correct techniques to play them</li> <li>• Knows that sometimes music is written down in the form of notation</li> <li>• Begins to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations</li> <li>• Starts to understand</li> </ul>		<p>melodies, tunes and accompaniments (B 5/6)</p> <ul style="list-style-type: none"> <li>• Continues to use instruments to improvise</li> <li>• Continues to use instruments to compose</li> <li>• Can play differentiated parts</li> <li>• Chooses their own part according to ability</li> <li>• Play easy and medium difficulty parts by ear or with notation</li> <li>• Plays and performs in solo and ensemble contexts (B 5/6)</li> <li>• Plays musical instruments with increasing accuracy, fluency, control and expression, maintaining an appropriate pulse</li> <li>• Demonstrates musical quality e.g. clear starts, end of pieces/phrases, technical accuracy</li> <li>• Can maintain an independent part in a small group</li> <li>• Continues to treat each instrument with respect and uses the correct techniques to play them</li> <li>• Understands that music has a</li> </ul>
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				<p>the basics of notations</p>		<p>language and it is called notation</p> <ul style="list-style-type: none"> <li>• Can read and understand some notes</li> </ul>
<p><b>Improvisation</b></p>		<ul style="list-style-type: none"> <li>• Get enjoyment from creating and exploring musical sounds with an instrument or their voice (Y1 B5/6)</li> <li>• Make up simple rhythms/melodies/tunes to play with the song that they are singing and know that this is called 'improvisation'</li> <li>• Can make up improvisations independently</li> <li>• Can make up improvisations in a group</li> <li>• Can add a tune to an improvised rhythm</li> <li>• Feel confident using one, two or three notes when improvising</li> </ul>		<ul style="list-style-type: none"> <li>• Creates simple improvisations with their voice and instruments within a song</li> <li>• Understands that when they improvise, they are making up their own tune with notes and a rhythm to go with the notes</li> <li>• Understands that when an improvisation is written down it becomes a composition</li> <li>• Improvises simple melodies independently</li> <li>• Creates their own rhythmic patterns that lead to melodies</li> <li>• Starts to perform their own rhythms and melodies with confidence and understanding</li> <li>• Starts improvising using two notes, increasing to three notes and beyond if required</li> <li>• Uses their basic knowledge of the interrelated dimensions of music ie. How rhythm and tempo are part of</li> </ul>		<ul style="list-style-type: none"> <li>• Feel confident creating improvised melodies with their voice and an instrument</li> <li>• Can explain what improvisation is</li> <li>• Feel confident working independently and as part of an ensemble</li> <li>• Feel confident using more complex rhythms that lead to more complex melodies</li> <li>• Can build an improvisation starting with three then eventually five notes or a pentatonic scale</li> <li>• Can talk about how they are progressing personally</li> </ul>

				<ul style="list-style-type: none"> <li>the creation</li> <li>Starts to use their voice, sounds, technology and instruments in creative ways</li> </ul>		
<p><b>Composition</b></p>		<ul style="list-style-type: none"> <li>Can compose their own tunes in groups and then fit the tune into a learnt song</li> <li>Can use two or three notes to compose a tune</li> <li>Can record their compositions and notate music in different ways e.g. graphic/pictorial notation, video, ICT</li> <li>Demonstrate a simple understanding of interrelated dimensions when composing e.g. getting louder or quieter (dynamics), higher or lower (pitch) and faster or slower (tempo)</li> </ul>		<ul style="list-style-type: none"> <li>Begins to create their own more complex tunes and melodies within the context of the song that is being learnt</li> <li>Chooses, combines and organises patterns and musical ideas within musical structures</li> <li>Composes using two notes, increasing to three and beyond if required</li> <li>Records the composition using graphic/pictorial notation, ICT, video or with formal notation</li> <li>Uses dynamics to make their composition more interesting e.g. getting louder or quieter (dynamics), higher or lower (pitch), faster or slower (tempo) and describe the quality of sounds and how they are made (timbre)</li> <li>Begins to recognise and musically demonstrate awareness of a link between shape</li> </ul>		<ul style="list-style-type: none"> <li>Confidently create their own tunes within a song, independently and in a group</li> <li>Move beyond composing using two notes, increasing to three then five if appropriate</li> <li>Use voice, sounds, technology and instruments in creative ways</li> <li>Record compositions</li> <li>Notate their music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate</li> <li>Continue to musically demonstrate and understanding and use of the interrelated dimensions of music e.g. getting louder or quieter (dynamics), higher or lower (pitch), faster or slower (tempo) and describe the quality of sounds and how</li> </ul>

				and pitch using graphic notations		they are made (timbre)
<b>Perform and Share</b>		<ul style="list-style-type: none"> <li>• Know it is important to work together like a team, trying to start and end together and watch the leader and that this will make their performance better</li> <li>• Can perform what they have learnt an audience</li> <li>• Can play their instrument, improvise and play compositions with confidence</li> <li>• Understand that a performance can influence how music is presented and rehearse to ensure they are confident</li> <li>• Watch a recording of their own performance and talk about what went well and what they could do better</li> </ul>		<ul style="list-style-type: none"> <li>• Work together in an ensemble, appreciating the importance of starting and ending together by learning to follow the conductor and listening</li> <li>• Plays tuned instruments with more control and rhythmic accuracy</li> <li>• Improvises and plays back compositions using patterns confidently as part of a performance to an audience</li> <li>• Confidently performs what they have learnt in their music lessons</li> <li>• Practise, rehearse and present performances with an awareness of the audience</li> <li>• Appreciates that a performance can influence how music is presented</li> <li>• Communicates their ideas, thoughts and feelings through simple musical demonstration</li> <li>• Watch a recording and discuss the performance, offering respectful comments and feedback and</li> </ul>		<ul style="list-style-type: none"> <li>• Work together as part of an ensemble, adding some direction and ideas and demonstrating musical quality e.g. clear starts, end of pieces/phrases, technical accuracy</li> <li>• Can play tuned and/or untuned instruments with further control and rhythmic accuracy and realised progression</li> <li>• Improvise and play back compositions using more complex patterns confidently as part of a performance</li> <li>• Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process</li> <li>• Practise, rehearse and present performances with more understanding and awareness of an audience and their needs</li> <li>• Watch a recording and discuss the performance. Offer constructive</li> </ul>

				receiving feedback from other		comments about their own and other's work and ways to improve <ul style="list-style-type: none"><li>• Accept feedback and suggestions from others</li></ul>
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