



Music

Curriculum Overview

Masefield Primary School

Intent for Music at Masefield

'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.'

- *The National Curriculum for music.*

Masefield's music curriculum is delivered in partnership with Alfa Education. Alfa are trained specialists in the planning and teaching of music and we work very closely with them to ensure our music provision is of the best quality we can provide. As part of our music curriculum, we use the Alfa 'Music in one song' approach, this allows pupils to base their learning on one song which they perform over the half term. They can then use this song as a basis for their learning incorporating our music policy, the national curriculum, the three pillars of learning (technical, constructive and expressive) and the inter-related dimensions of music, these include:

Pitch – The melody and the way the notes change.

Pulse – The steady beat of a piece of music.

Musical notation – reading and understanding sheet music.

Dynamics Structure – The way the music is laid out e.g. verse chorus and how it should be played e.g. loud or soft. Tempo – Is the music fast or slow?

Texture – The layers of sound e.g. the number of voices or instruments playing together.

Timbre – The type of sound e.g. whisper/hum/sing with voices or hard/twinkly/soft with instruments.

'Music is the dominant language of every lesson with singing and the song at the core of the learning. High-quality vocal work is used throughout every aspect of musical activity and in every key phase. Lessons are planned carefully and matched to the pupils' experiences, needs, interests, abilities and ages. A culture of whole-school singing and listening are embedded via weekly curriculum music lessons. Children's understanding of music is focused upon developing their knowledge and skills through the core musical activities of making music as performers, composers and improvisers and responding critically and in an informed way to music from a range of genres, cultures and traditions.' (Alfa Music Education)

To extend pupil development we also focus on three composers each year to promote a love of music and an understanding of music history, including the period in which each composer lived and wrote their music. Composers have been chosen with careful consideration given to cultural diversity, ethnicity and gender which we feel is important for our culturally diverse school and ensures musical learning is inclusive and relevant.

Pupils will add breadth to their learning, demonstrate a knowledge of diverse musical styles and performances and develop links with their own practical music making through lessons, choir or band rehearsals in school. Each year group will study three composers from various genres as outlined in the yearly overviews.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Overview of Music Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Nursery	Body Percussion	Instrument Sounds	Instrument Sounds	Rhythm and Rhyme	Rhythm and Rhyme	Rhythm and Rhyme
EYFS: Reception	Singing	Singing	Music Choice	Playing Instruments	Performance	Dimensions of Music
Year One	Leaves are Falling	Follow that star (Niki Davies)	Dr Knickerbocker	Sleepy Seed	Going over the sea	I've got Feelings
Year Two	Kye Kye Kule	Behind Every Door	London's Burning	Mexican Wave	Latin Dance (Uke)	Enchanted Forest (Recorders)
Year Three	Funga Alafia	Shepherds Song	Latin Dance (Uke)	The Doot Doot Song (Uke)	3 Little Birds (Uke)	Favourite Song (Uke)
Year Four	Simama Kaa	Counting down to Christmas	Tingalayo	Gospel Medley	Rockstar	What makes a family
Year Five	Siyahamba	Come to the manger	La Cucaracha	The Cup Song	Ho Hey	Rather Be (rap writing)
Year Six	Babethandaza	That's Christmas to Me	Bassez Down	La Bamba	Hey Mr Miller (3 part round)	That Power (Rap writing)

Nursery Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Body
Percussion

Instrument
Sounds

Instrument
Sounds

Rhythm and
Rhyme

Rhythm and
Rhyme

Rhythm and
Rhyme

Curriculum

Know that we can use our bodies to make a sound by clapping, tapping, stamping and singing.

Know that sounds can be loud or quiet and be able to recognise the difference.

Know that this property of sound is called volume.

Know that sounds can be fast or slow and be able to recognise the difference.

Know the names of the following instruments: tambour, claves, bells, shaker.

Know when to shake or tap an instrument.

Know the names of the following instruments: tambour, claves, bells, shaker.

Know when to shake or tap an instrument.

Know that instruments make different sounds depending on how you play them.
Know that you can shake, tap or bang a tambour.

Know that you can shake or tap a shaker.
Know the three ways to play the claves.

Know that music has a rhythm.

Know that words have rhythm.

Know how to clap the rhythm of their own name.

Know how to copy a simple clapped rhythm.

Know that music has a rhythm.

Know that words have rhythm.

Know how to play the rhythm of their own name using different instruments.

Know how to copy and play a simple clapped rhythm.

Know how to recognise the clapped rhythm of a familiar nursery rhyme or song.
Know how to clap or play the rhythm of a familiar nursery rhyme or song.

Know that music has a beat and be able to keep a steady beat by clapping or playing when singing a familiar Nursery rhyme.
Know that music and words have a rhythm.

Know that we can put words to the rhythm of music.
Be able to change words in familiar songs and rhymes to create new songs and rhymes.

Songs

- Humpty Dumpty
- Baa Baa Black Sheep
- Hickory Dickory Dock
- London Bridge
- Dingle Dangle Scarecrow
- Pat a cake
- Incy Wincy Spider

- Twinkle Twinkle Little Star
 - Autumn Leaves
 - 'Let's Go Fly a Kite' from Mary Poppins
 - Hey Diddle, Diddle
- Know how to sing the following Christmas songs:
- Jingle Bells
 - When Santa got stuck up the Chimney
 - We Wish You a Merry Christmas
 - Away in a Manger

- Here We Go Round the Mulberry Bush
- Goosy Goosy Gander
- Doctor Foster
- 10 in a bed
- The Queen of Hearts

- Rain, rain, go away
- I Hear Thunder,
- I can Sing a Rainbow
- Mary had a Little lamb
- Ring-a-Ring-a-Roses
- Little Bow Peep

- There's a Tiny Caterpillar on a Leaf
- There's a worm at the bottom of the garden
- 5 Speckled Frogs
- 5 little Ducks
- Chick, Chick, Chick, Chicken
- Old Macdonald had a Farm
- The Farmers in the Den

- The Sun has Got his Hat on
- Sally Go Round the Sun
- Mary Mary Quite Contrary
- Round and Round the Garden
- See Saw Margery Daw
- Ride a cock Horse
- Jack and Jill

Reception Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Singing

Singing

Music Choice

Playing
Instruments

Performance

Dimensions
of Music

Curriculum

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instrument
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Songs

- This Little Piggy
- Diddle Diddle Dumpling
- Georgie Porgie
- Once I Caught A Fish Alive
- This Old Man
- Five Little Ducks
- Five Little Speckled Frogs
- Pat a Cake
- One, Two, Buckle My Shoe
- Rain, rain, go away

- The Grand Old Duke of York
- I'm a Little Teapot
- Little Bo Peep
- Little Miss Muffet
- London Bridge
- Hey Diddle Diddle
- Hickory Dickory Dock
- Ring O'Roses
- Here We Go Round The Mulberry Bush
- The Queen Of Hearts
- Oranges and Lemons

- Wind the Bobbin Up
- Rock a Bye Baby
- Five Little Monkeys
- Twinkle Twinkle Little Star
- Heads, Shoulders, Knees and Toes
- If You're Happy And You Know It
- It's Raining, It's Pouring
- Old King Cole
- Pussy Cat, Pussy Cat
- Sing A Song Of Sixpence

- Old Macdonald
- Incy Wincy Spider
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- The Wheels On The Bus
- The Hokey Cokey
- Hot Cross Buns
- Humpty Dumpty
- Horsie Horsie
- She'll Be Coming Round The Mountain

- Little Boy Blue
- Mary Had A Little Lamb
- Mary, Mary, Quite Contrary
- Old MacDonald Had A Farm
- Little Tommy Tucker
- Pop Goes The Weasel
- Old Mother Hubbard
- Wee Willy Winkie
- Two Little Dickie Birds
- Polly Put The Kettle On

- Jack be nimble
- Jack and Jill
- See Saw, Margery Daw
- Simple Simon
- Three Blind Mice
- Frere Jaques
- There Was An Old Woman Who Lived In A Shoe
- Five Little Men In A Flying Saucer
- Girls And Boys Come Out To Play

Year One Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Leaves are
Falling

Follow that
star (Niki
Davies)

Dr
Knickerbocker

Sleepy Seed

Going over
the sea

I've got
Feelings

Curriculum

To echo by
clapping and
tapping the pulse
and rhythm
patterns accurately,
to sing clearly and
move in time to the
beat

To learn to control
and develop pitch
(singing) and pulse.
To secure
echo/response
learning, use of
silence/stillness and
performance skills

To develop pulse,
pitch, movement
and rhythm

To develop pulse,
pitch, movement
and rhythm

To develop pulse,
pitch, movement
and rhythm

Composer

Classical & Ragtime Music

**W. A. Mozart (Austria)
1756-1791**

<https://youtu.be/z2Vhlm7L2Rc>
Queen of the Night Aria (The Magic
Flute)

https://youtu.be/YT_63UntRJE
Clarinet Concerto

Contemporary Music

**Kerry Andrew (England)
Classical/ Jazz/Choral**

https://youtu.be/7T_UUpJt8wc

No Place Like

Film & Theatre Music

Alan Menken

<https://youtu.be/a7tAPh06klg>
Suite from Aladdin

<https://youtu.be/pLiiBCAYsZg>
Beauty and the Beast



Year Two Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Kye Kye Kule

Behind Every
Door

London's
Burning

Mexican
Wave

Latin Dance
(Uke)

Enchanted
Forest
(Recorders)

Curriculum

To sing & pitch with confidence distinguishing between higher & lower sounds. To tap/play steady beat.

To sing with expression & clear diction
To perform with control in beat/rhythmic parts to develop performance.

To control pitch, rhythm, movement and singing. To develop improvisation skills.

To control pitch, rhythm, movement and singing. To develop improvisation skills

To control pitch, rhythm, movement and singing. To develop instrumental skills

Composer

Classical & Ragtime Music

Pyotr Ilyich Tchaikovsky
(Russia)
1840-1893

<https://youtu.be/zV1qLYukTH8>
Dance of the Sugar Plum Fairy
(Nutcracker Suite)

<https://youtu.be/ChOnhxe-Vm0>
Swan Lake Ballet (Matthew Bourne)

Contemporary Music

Nitin Sawhney
(England)

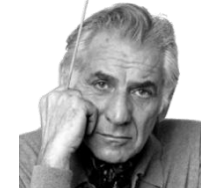
Drum & Bass/Electronica/Asian
Underground

<https://youtu.be/Ut5tmVJGrL4>
Homelands

Film & Theatre Music

Leonard Bernstein

<https://youtu.be/NF1L3NorO3E>
'West Side Story' Trailer



Year Three Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Funga Alafia

Shepherds
Song

Latin Dance
(Uke)

The Doot
Doot Song
(Uke)

3 Little Birds
(Uke)

Favourite
Song
(Uke)

Curriculum

To develop the class performance for harvest assembly combining singing and playing with pulse & simple ostinati

To create a class performance combining singing and playing with pulse, ostinati and improvisation.

To sing in parts with confidence and to sing, read and perform repeated rhythmic patterns. To improvise rhythms.

To rap with confidence and to sing and perform repeated rhythmic patterns. To improvise rhythms.

To play ukulele with confidence and to sing and perform repeated rhythmic patterns.

Composer

Classical & Ragtime Music

Florence Price
(Arkansas, USA)
1887-1953

https://youtu.be/9s4yY_A2A2k
Symphony No.1 in E minor

Contemporary Music

Kaija Saariaho
(Finland)
Opera/Electronic/Orchestral

<https://youtu.be/MIOANAo7xJo>
Asteroid 4179 Toutatis

Film & Theatre Music

Hans Zimmer

<https://youtu.be/KvdiMj8ei7Q>
The Pirates of the Caribbean

<https://youtu.be/rq-essJuk20>
Batman The Dark Knight



Year Four Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Simama Kaa

Counting
down to
Christmas

Tingalayo

Gospel
Medley

Rockstar

What makes a
family

Curriculum

To combine pitch,
rhythm, improvising
and playing in a
whole class
performance

To combine pitch,
rhythm, improvising
and playing in a
whole class
performance

To combine pitch,
rhythm, movement
and singing in a
whole class
performance

To combine pulse,
rhythm, movement
and improvisation
in a whole class
performance

To play ukulele with
confidence and to
sing and perform
repeated rhythmic
patterns.

Composer

Classical & Ragtime Music
Samuel Coleridge-Taylor
(England)
1875-1912

<https://youtu.be/pkqaSqwHlsw>
Hiawatha's Wedding Overture

Contemporary Music
Jessie Montgomery
(NY, USA)
Classical/Jazz/Choral

<https://youtu.be/Ulz1AqqJbRU>
Breakaway III: Smoke

Film & Theatre Music
John Williams

<https://youtu.be/EBatxZ90wag>
Superman - Main Theme

<https://youtu.be/AaMqnYvzE2Q>
The Symphonic Suite from Harry Potter



Year Five Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Siyahamba

Come to the
manger

La Cucaracha

The Cup
Song

Ho Hey

Rather Be
(rap writing)

Curriculum

To learn to
combine the beat,
3 rhythmic ostinati
and chanting
voices in parts. To
learn to improvise
on pentatonic
scale.

To perform song
with dynamic
colour, expression
& use of movement

To control pitch,
rhythm, movement
and singing.

To control pitch,
rhythm, rapping
and singing.

To combine pulse,
rhythm, playing
ukulele and
notation in a whole
class performance

Composer

Classical & Ragtime Music

William Grant Still
(Mississippi, USA)
1895-1978

<https://youtu.be/WAZByrG1dE0>
'Africa' Symphonic Poem

Contemporary Music

Wynton Marsalis
(New Orleans, USA)
Jazz/Blues

<https://youtu.be/D9WnojskhfA>
Number 8

Film & Theatre Music

Stephen Schwartz

https://youtu.be/hT6uK_W7HCQ
When You Believe

<https://youtu.be/La--9ypLKvs>
Never In A Million Years
from Prince of Egypt



Year Six Overview

Autumn
1

Autumn
2

Spring
1

Spring
2

Summer
1

Summer
2

Topic

Babethandaza

That's
Christmas to
Me

Bassez Down

La Bamba

Hey Mr Miller
(3 part round)

That Power
(Rap writing)

Curriculum

To learn about
musical elements
pitch and pulse. To
play and perform
as a class ensemble
combining & using
all the elements of
music. .

To create a class
PERFORMANCE
combining
expressive singing
(in a round) with
ostinato
accompaniment.

To create a class
performance
combining singing
and playing with
pulse, ostinati and
improvisation.

To create a class
performance
combining rapping,
singing, song
writing, ostinati and
improvisation.

To create a class
performance
combining playing,
singing, notation,
ostinati and
improvisation.

To create a class
performance
combining playing,
singing, notation,
ostinati and
improvisation.

Composer

Classical & Ragtime Music

Benjamin Britten
(England)
1913-1976

<https://youtu.be/pbVRn3q3fEw>
Young Person's Guide to the Orchestra

Contemporary Music

Sona Jobarteh
(London/Gambia)
World Music

<https://youtu.be/Ig91Z0-rBfo>
Kora Music

Film & Theatre Music

Tim Minchin

https://youtu.be/uN_62lO4zlk
Revolting Children from Matilda



Progression in Music Knowledge

EYFS – Expressive Arts & Design/Physical Development

In the Early Years the progression in Music is taken from the EYFS statutory framework and Development Matters. The most relevant statements for Music are taken from the following areas of learning:

3 and 4 Year Olds

Expressive Arts and Design:

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Physical Development:

- Continue to develop their movement.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Reception

Expressive Arts and Design:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Physical Development:
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, including dance.

Early Learning Goals

Expressive Arts and Design:

- 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.

Autumn Term	Spring Term	Summer Term
<p>Pupils are given the opportunities to:</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Explore a range of sound-makers and instruments and play them in different ways. 	<p>Pupils are given the opportunities to:</p> <ul style="list-style-type: none"> • Enjoy and take part in action songs • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Listen with increased attention to sounds. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Listen carefully to rhymes paying attention to how they sound. 	<p>Pupils are given the opportunities to:</p> <ul style="list-style-type: none"> • 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. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups
<p>EYFS Performance Opportunities: Pupils take part in musical performances in school at the end of each term.</p>		

Knowledge and Skill Progression in Music at Key Stage 1

National Curriculum for music at KS1

Pupils are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).
- Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.
- Join in and stop as appropriate.
- Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stop- ping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas.
- Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.
- Respond to musical cues.
- Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate.
- Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.
- Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc.
- Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.

Specific and differentiated skills for each year group are detailed in 'The ALFA Progression Framework for Music'

FOR YEAR 1-6 DETAIL, SEE WEEKLY PLANNING

Knowledge and Skill Progression in Music at Lower KS2

National Curriculum for music at KS2

Pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Use voice, sounds, technology and instruments in creative ways.
- Sing and play confidently and fluently, maintaining an appropriate pulse.
- Suggest, follow and lead simple performance directions.
- Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
- Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.
- Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).
- Create simple rhythmic patterns, melodies and accompaniments.
- Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.
- Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.
- Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.

Specific and differentiated skills for each year group are detailed in 'The ALFA Progression Framework for Music'

FOR YEAR 1-6 DETAIL, SEE WEEKLY PLANNING

Knowledge and Skill Progression in Music at Upper KS2

National Curriculum for music at KS2

Pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.
- Maintain a strong sense of pulse and recognise and self-correct when going out of time.
- Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.
- Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.)
- Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.
- Create music which demonstrates understanding of structure and discuss the choices made.
- Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.
- Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.
- Critique own and others' work, offering specific comments and justifying these.
- As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.

Specific and differentiated skills for each year group are detailed in 'The ALFA Progression Framework for Music'

FOR YEAR 1-6 DETAIL, SEE WEEKLY PLANNING