



Straits Primary School Music Policy 2026

'Music is a universal language that embodies one of the highest forms of creativity.'

(The National Curriculum, 2013)

Rationale

Children at Straits Primary School will receive a high-quality curriculum which will inspire creativity, self-expression, encourage children on their musical journey as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to a range of musical styles, learning a wide range of instruments and finding their voices as singers, performers and composers, our pupils will leave primary school as confident, reflective musicians.

The National Curriculum 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, 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.

Aims

Straits Primary School is dedicated to providing engaging and inspirational teaching of Music. Our aims for our children are that they:

- Can sing and use their voices individually and in a group.
- Create and compose music on their own and with others.
- Use technology appropriately when composing.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.
- Enjoy and appreciate a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc...
- Make judgements about the quality of music. Consider different points of view with explanation and reasoning: gain and use musical vocabulary accurately when discussing their ideas.
- Have opportunities to play a wide variety of instruments.
- Develop a passion to pursue Music at secondary school and know what career options it could lead to.
- Have different opportunities to take part in performances.

To meet these characteristics, the school will.

- ensure our music curriculum is sequenced effectively and identifies a clear progression of skills.
- take an active role in developing staff skills through training opportunities.
- provide engaging resources, trips and experiences.
- monitor and review the implementation of Music and amend our provision in light of this.

Music Curriculum

Planning

In the Foundation Stage, elements of Music are ongoing and fall under the heading 'Being Imaginative' and 'Expressive Arts and Design.'

In KS1 and KS2, each year group have adapted Music lessons developed by the Music Leader. All lessons are sequenced in the same structure, in which the pupils revisit previous knowledge and vocabulary before continuing to progress their understanding with new learning. In each lesson, the pupils are also introduced to a new musical artist to 'appraise' and discuss: the intention is to develop the pupils' interaction with a variety of genres and musical styles, to progress their own individual taste in music, and use musical terminology when expressing their opinions.

Our long-term Breadth of Study Overview and medium-term plans map out the skills and objectives covered each term for each year group. These plans ensure progression and coverage of the Music National Curriculum programmes of study. We teach our children to use appropriate musical language and vocabulary. The teaching of music across the school promotes pupils' spiritual, moral, social and cultural development.

For years 1 to 6, we follow the Music National Curriculum as defined by the Department for Education. The music curriculum is underpinned by providing our children with wider opportunities, independent learning and basic skills. Music in Reception is taught weekly in afternoon sessions. The subject is taught in Years 1, 2, 3, 4 and 6 weekly every other half term. In collaboration with DPA (Dudley Performing Arts), Year 5 receive weekly Flute tuition. Years 1 to 6 also receive a weekly Music assembly, led by the Music leader, in which they experience a range of Music genres, and develop their singing ability.

Early Years Foundation Stage

In the Foundation Stage, Music is taught under the heading 'Being Imaginative' and 'Expressive Arts and Design'.

In Early Years we value Music as an important part of the children's entitlement to a broad and balanced curriculum. Music provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Music is an integral and well-resourced part of life in Early Years. We aim for Music sessions to be fun and inspiring, engaging the children with songs, lyrics and movement. Music allows our children to feel reflective and expressive, developing their own appreciation of music with the opportunities that we provide. Through our Music session children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole-body actions, and learn to handle and play suitable instruments effectively to create and express their own and others' music. Through a range of group sessions children have opportunities to explore sounds, listen actively, compose and perform.

Music and The National Curriculum

Purpose of study

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 appraise a range of musical genres and styles.

Key Stage 1

Pupils should be 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.

Key Stage 2

Pupils should be 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 should be 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.

Year	Autumn	Spring	Summer
EYFS	<p align="center"><u>Body Percussion/Introduction to instruments</u></p> <p align="center">Appraisal</p> <p>(13) Kool & The Gang - Celebration - YouTube (13) Pharrell Williams - Happy (Video) - YouTube (13) I can sing a rainbow Early Years - Nursery Rhymes - YouTube (13) Happy Birthday - YouTube Tchaikovsky - The Nutcracker - Marche - YouTube</p> <p align="center">Performance</p> <p>Create a performance using body percussion, shakers and drums.</p> <p align="center"><u>Christmas Production</u></p>	<p align="center"><u>People Who Help Us</u></p> <p align="center">Appraisal</p> <p>(12) 12. Marvin Gaye & Tammi Terrell - Ain't No Mountain High Enough - YouTube toy story - you've got a friend in me music - YouTube You're Welcome - YouTube ABC - YouTube</p> <p align="center">Performance</p> <p>Early Years Song: People who help us - YouTube Hurry Hurry Drive the Firetruck - The Kiboomers Kids Songs for Circle Time - YouTube</p> <p align="center">Space</p> <p align="center">Appraisal</p> <p>EARTH, the bringer of life - YouTube Gustav Holst - Mars - YouTube Star Wars Main Theme (Full) - YouTube Rocket Man (I Think It's Going To Be A Long Long Time) - YouTube</p>	<p align="center"><u>Down on the Farm</u></p> <p align="center">Appraisal</p> <p>(6) Farmer Plants the Seeds Lyric Video - The Kiboomers Preschool Songs & Nursery Rhymes - YouTube The Magnificent Seven Theme - YouTube (6) Dolly Parton - 9 To 5 (Lyrics) - YouTube (6) My Achy Breaky Heart + More Dance Along Songs For Kids GoNoodle - YouTube</p> <p align="center">Performance</p> <p align="center">Old MacDonald Had a Farm</p> <p align="center">5 little ducks</p> <p align="center">Mary had a little lamb</p> <p align="center"><u>Our Wonderful World</u></p> <p align="center">Mini-Beasts</p> <p align="center">Appraisal</p> <p>Rimsky Korsakov - Flight of the Bumblebee - YouTube (13) Louis Armstrong - What A Wonderful World (Lyrics) - YouTube</p> <p align="center">Performance</p> <p align="center">Lots of Minibeasts</p>

		<p>Performance (13) Gentle Space Music // Float Through The Cosmos - YouTube The Planet Song - 8 Planets of the Solar System Song for Kids KidsLearningTube - YouTube</p> <p>Create a sequence for a space trip.</p> <p>5 Little Men in a Flying Saucer Songs You Need to sing in the Classroom Twinkl - YouTube</p>	<p>Come in Two by Two Incy Wincy Spider</p>
<p>Year 1</p>	<p>Toys Appraisal Johann Strauss Sr. - Radetzky March - YouTube Rondo Alla Turca- Mozart - YouTube Brain Breaks 🎵 Action Songs for Children 🎵 Dr. Knickerbocker 🎵 Kids Songs by The Learning Station - YouTube (skills keeping rhythm) I've Got No Strings - YouTube L. Mozart: Toy Symphony - III. Allegro - YouTube André Rieu - The Beautiful Blue Danube - YouTube (13) Chitty Chitty Bang Bang (1968) - Music Box Dance Scene (10/12) Movieclips - YouTube Tchaikovsky - The Nutcracker - Marche - YouTube (12) Disney Instrumental Masayoshi Ōishi - You've Got A Friend In Me - YouTube (12) The Dreidel Song (I made it out of clay) - YouTube</p> <p>Performance We love our toys! - YouTube (13) Randy Newman - You've Got a Friend in Me (From "Toy Story 4"/Audio Only) Lyrics - YouTube</p>	<p>Walk in the Woods Appraisal HORST JANKOWSKI - A WALK IN THE BLACK FOREST - YouTube Joe Hisaishi - The Wind Forest (from 'My Neighbor Totoro') - YouTube Bambi OST - 04 - Little April Shower - YouTube Teddy Bears' Picnic - YouTube Norwegian Wood (This Bird Has Flown) - YouTube Rimsky Korsakov - Flight of the Bumblebee - YouTube</p>	<p>Sea Side Appraisal Hold My Hand - Jess Glynne (Lyrics) - YouTube Claude Debussy - La Mer - YouTube The Beatles - Yellow Submarine - YouTube The Beach Boys - Surfin' USA (Lyrics) BUGG Lyrics - YouTube Otis Redding - Sitting On The Dock Of The Bay (Lyrics) - YouTube (13) The Drifters - Under the Boardwalk - YouTube The Fresh Prince of Bel Air lyrics - YouTube La Mer // Charles Trenet // Lyrics - YouTube</p>

		<p>(12) Winnie The Pooh theme song by Carly Simon - YouTube</p> <p>(12) Madama Butterfly: Entrance of Butterfly - YouTube</p> <p>Forest 4K Nature Relaxation Film Relaxing Music Nature Sounds of Jungle, Rainforest - YouTube</p> <p>Performance</p> <p>Buzzin' Tonight (Rehearsal Version) - YouTube</p> <p>Sounds of the forest (playing two/three notes on a glockenspiel to a song)</p>	<p>George Benson - Beyond The Sea - YouTube</p> <p>Performance</p> <p>Summer Holiday</p> <p>Somewhere Beyond the Sea</p> <p>Finding Nemo - Beyond The Sea LYRICS - YouTube</p> <p>Glockenspiels- Beyond the Sea</p>
Year 2	<p><u>Fire, Fire</u></p> <p>Appraisal</p> <p>(12) Elvis Presley - Burning Love (Official Audio) - YouTube</p> <p>(13) Katy Perry - Firework (Lyrics) - YouTube</p> <p>Stravinsky: Finale - Suite from The Firebird / Los Angeles Philharmonic, Gustavo Dudamel - YouTube</p> <p>Russ Freeman - Jamaican Nights - YouTube</p> <p>Die Walküre: Magic Fire Music - YouTube</p> <p>Ed Sheeran - I See Fire (Lyrics) - YouTube</p> <p>Performance</p> <p>Great Fire of London song September 1666 by Al Start ideal for school topic - YouTube</p> <p><u>Christmas Production</u></p>	<p><u>Glockenspiel focus</u></p> <p>Appraisal</p> <p>Greensleeves (guitar version) - YouTube</p> <p>Rolandskvadet - The Song of Roland - YouTube</p> <p>Braveheart Soundtrack - The Battle Of Stirling - YouTube</p> <p>Frank Sinatra - Fly Me To The Moon (Live At The Kiel Opera House, St. Louis, MO/1965) - YouTube</p> <p>Emmanuel Séjourné: Attraction (short version)</p>	<p><u>African Music</u></p> <p>Appraisal</p> <p>Sergio Mendes - Fanfarra Cabua Le Le (Official Visualizer) - YouTube</p> <p>Gustav Holst - Saturn - YouTube</p> <p>The Lion King: Circle of Life by LEBO M. — LIVE at the HAVASI Symphonic Concert Show in Budapest - YouTube</p> <p>Elton John - Circle of Life (From "The Lion King"/Official Video) - YouTube</p>

[performed by Christoph Sietzen - YouTube](#)
[Queen - Don't Stop Me Now \(Clean Version Lyrics\) - YouTube](#)
[ABC - YouTube](#)
[Dance Monkey - Tones and I / Marimba Cover - YouTube](#)
CLAUDE DEBUSSY:
CLAIR DE LUNE
(vibraphone, glockenspiel +piano) - [YouTube](#)

Performance

[20 Easy Xylophone Songs and Glockenspiel Tutorials for Kids \(singing-bell.com\)](#)

Hot Cross Buns
Frere Jaques

[How to play Baby Shark on a Xylophone - Easy Songs - Tutorial - Bing video](#)

You are my Sunshine

Compose a song to a video

["Highland Safari" - Lively Modern Classical Music - YouTube](#)
[Saint-Saëns - Carnival Of Animals - YouTube](#)
[Cool African Music – African Safari - YouTube](#)
[The Tortoise & the Hare by Benjamin E. Fuller - The Cory Band, Conducted by Philip Harper. - YouTube](#)

Performance

[Che Che Kule \(Kye Kye Kule\) | Children's Songs | Sing With Sandra - YouTube](#)

[Che Che Koolay ~An Orff Arrangement~ - Bing video](#)

Compose a piece of music for the African savannah.

Recorder**Appraisal**

[How Far I'll Go \(Saber quem Sou\) - from "Moana" - YouTube](#)

[Bob Marley - Three Little Birds - Lyrics!! - \(HD\) \(youtube.com\)](#)

[Antonio Vivaldi: Recorder Concerto RV 443 / Maurice Steger, Cappella Gabetta - YouTube](#)

[The Beatles - Here Comes The Sun \(2019 Mix\) \(youtube.com\)](#)

[Flowers - Miley Cyrus \(Jazz Waltz Cover\) feat. Stella Katherine Cole - YouTube](#)

[Queen - Radio Ga Ga \(Live Aid 1985\) \(youtube.com\)](#)

[John Denver - Take Me Home, Country Roads \(from The Wildlife Concert\) - YouTube](#)

[Adele - Skyfall \(Live - One Night Only\) 2021 \(youtube.com\)](#)

Performance of Recorder songs learnt

Recorder**Appraisal**

[Lewis Capaldi - Someone You Loved \(Live from Shepherd's Bush Empire, London\) - YouTube](#)

[Ode To Joy - André Rieu \(youtube.com\)](#)

[Mr. Blue Sky \(Electric Light Orchestra\) - Postmodern Jukebox ft. Allison Young - YouTube](#)

[Jeff Lynne's ELO - Mr. Blue Sky at Radio 2 Live in Hyde Park 2014 \(youtube.com\)](#)

[Shakira - Try Everything \(Official Video\) - YouTube](#)

[Coldplay - Viva La Vida \(Live In São Paulo\) -](#)

[YouTube](#)

Performance of Recorder songs learnt

Recorder**Appraisal**

[We'll never forget this Take That performance 🇬🇧 | Coronation Concert at Windsor Castle - BBC - YouTube](#)

[McFLY - Shine A Light \(Live At Hammersmith Apollo\) - YouTube](#)

[Shine a Light - Niall Horan, Olly Murs, James Arthur, Danny Jones, Tom Fletcher - YouTube](#)

[Aretha Franklin - Say A Little Prayer 1974 - YouTube](#)

[The Best - YouTube](#)

[Rachel Platten- Fight Song Lyrics - YouTube](#)

Performance of Recorder songs learnt to parents

Year 4	<p style="text-align: center;"><u>Recorder</u></p> <p style="text-align: center;">Appraisal <u>Allegro Four Seasons on recorder</u> https://www.youtube.com/watch?v=drc-H 1S6sk&list=RDdrc-H 1S6sk&start_radio=1</p> <p style="text-align: center;"><u>Susan Boyle, I dreamed a dream</u> https://www.youtube.com/watch?v=vE1Lxw5ZvXk</p> <p style="text-align: center;"><u>Chitty Chitty Bang Bang</u> https://www.youtube.com/watch?v=ZTTzcXSLjhl https://www.bbc.co.uk/teach/ten-pieces/articles/zbf7nb</p> <p><u>Hopak</u> https://www.youtube.com/watch?v= 4Mg_vDQXRc</p> <p style="text-align: center;">Performance of Recorder songs learnt</p>	<p style="text-align: center;"><u>Recorder</u></p> <p style="text-align: center;">Appraisal</p> <p>A Good Old Barbershop Song by Larry Wright and Al Harkins Dance of The Cygnets from Swan Lake by Tchaikovsky Earth Wind and Fire – Shining Star Police – Walking on the Moon Coldplay – Sky Full of Stars Vivaldi ‘Four Seasons’ Holst ‘Planets suite’</p> <p style="text-align: center;">Performance of Recorder songs learnt</p>	<p style="text-align: center;"><u>Recorder</u></p> <p style="text-align: center;">Appraisal</p> <p>Extract from The Sleeping Beauty from the ballet by Tchaikovsky Symphony Number 1 by Florence Price Chicken Reel by Leroy Anderson The Lonely Goatherd' from The Sound of Music by Rodgers & Hammerstein 'Aquarium' from Carnival of The Animals by Saint-Saëns Baby Elephant Walk by Henry Mancini Prelude in D major from Te Deum by Charpentier</p> <p style="text-align: center;">Performance of Recorder songs learnt to parents</p>
Year 5	<p style="text-align: center;"><u>Flute (DPA delivered)</u></p>	<p style="text-align: center;"><u>Flute (DPA delivered)</u></p>	<p style="text-align: center;"><u>Flute (DPA delivered)</u></p> <p style="text-align: center;">Performance of Flute songs learnt to parents</p>

Natural Disasters

Appraisal

- [\(15\) Wake Up America - YouTube](#)
- [\(13\) Queen - Is This The World We Created? - YouTube](#)
- [\(13\) EARTH SONG \(ORCHESTRAL COVER\) - Akshay Sreeram - YouTube](#)
- [\(13\) EARTH, the bringer of life - YouTube](#)
- [\(13\) Storm Orchestra \(Score & Orchestra\) - YouTube](#)
- [\(15\) Tchaikovsky - The Storm, Op. 76 \(Sheet Music\) - YouTube](#)

Performance

Compose their own rap to Where is the Love

Ukuleles (strings)

Appraisal

- [\(13\) Steve Martin & Earl Scraggs - Foggy Mountain Breakdown - YouTube](#)
- [\(13\) HERCULES MUSES MEDLEY - YouTube](#)
- [\(15\) Jake Shimabukuro - While My Guitar Gently Weeps - YouTube](#)
- [\(13\) Don't Stop Believin' - Acoustic \(Cover by Adam Christopher\) - YouTube](#)
- [\(13\) Journey - Don't Stop Believin' \(Live 1981: Escape Tour - 2022 HD Remaster\) - YouTube](#)
- [\(13\) "Johnny B Goode \(Slash Guitar Solo\)" Slash@Wells Fargo Center Philadelphia 10/8/17 - YouTube](#)
- [\(13\) Jack Johnson - Upside Down \(Sessions@AOL\) - YouTube](#)

Performance

- [\(13\) Yellow by Coldplay An Easy Ukulele](#)

Compose a piece of music for a journey, with clear structure.

[Chrome Music Lab - Song Maker \(chromeexperiments.com\)](#)

Year Six Production

		Tutorial 4 chords - YouTube (13) Count On Me - Ukulele Play Along - YouTube	
<u>Other experiences</u>	DPA delivered Music tuition Music assemblies weekly Choir (led by Music Lead) Watch nativity performances	DPA delivered Music tuition Music assemblies weekly Musical theatre club Watch Musical theatre performance	DPA delivered Music tuition Music assemblies weekly Musical theatre club Watch Year Six production Watch Musical theatre performance

Music: Progression of Knowledge and Skills

	Musicianship: Understanding Music	Listening	Singing	Notation	Instruments
EYFS	-Use body percussion, instruments and voices. -Find and keep a steady beat together. -Copy back simple rhythmic patterns using long and short. -Complete vocal warm-ups.	-Move and dance with the music. -Find the steady beat. -Talk about feelings created by the music. -Describe tempo as fast or slow.	-Sing songs from memory. -Sing in unison.	- Understand when to sing or play an instrument, by following the teacher's command and relating this to prompts.	-Explore using instruments and how they vary in sound.

Year 1	<ul style="list-style-type: none"> -Use body percussion, instruments and voices. -Find and keep a steady beat together. -Understand the difference between creating a rhythm pattern and a pitch pattern. -Copy back simple rhythmic patterns using long and short. -Copy back simple melodic patterns using high and low. -Complete vocal warm-ups. 	<ul style="list-style-type: none"> -Move and dance with the music. -Find the steady beat. -Talk about feelings created by the music. -Recognise some band and orchestral instruments. -Describe tempo as fast or slow. -Describe dynamics as loud and quiet. -Join in sections of the song, e.g. chorus. -Begin to understand where the music fits in the world. -Begin to understand about different styles of music. 	<ul style="list-style-type: none"> -Sing, rhyme, chant and use spoken word. -Demonstrate good singing posture. -Sing songs from memory. -Copy back intervals of an octave and fifth (high, low). -Sing in unison. 	<ul style="list-style-type: none"> -Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using crotchets, quavers and minims. 	<ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation. Begin with one or two notes.
Year 2	<ul style="list-style-type: none"> -Use body percussion, instruments and voices. -Find and keep a steady beat. -Copy back simple rhythmic patterns using long and short. -Copy back simple melodic patterns using high and low. 	<ul style="list-style-type: none"> -Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. -Walk in time to the beat of a piece of music. -Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. -Move and dance with the music confidently. -Talk about how the music makes you feel. -Find different steady beats. 	<ul style="list-style-type: none"> -Sing as part of a choir. -Demonstrate good singing posture. -Sing songs from memory and/or from notation. -Sing to communicate the meaning of the words. -Sing in unison and sometimes in parts, and with more pitching accuracy. -Add actions to a song. 	<ul style="list-style-type: none"> -Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. -Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes, building from year 1. 	<ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from notation, building on their knowledge from year 1.

	<ul style="list-style-type: none"> -Complete vocal warm-ups. -Sing short phrases independently. 	<ul style="list-style-type: none"> -Describe tempo as fast or slow. -Describe dynamics as loud or quiet. -Join in sections of the song, eg call and response. -Start to talk about the style of a piece of music. -Recognise some band and orchestral instruments. -Start to talk about where music might fit into the world. 	<ul style="list-style-type: none"> -Move confidently to a steady beat. Talk about feelings created by the music/song. -Recognise some band and orchestral instruments. -Describe tempo as fast or slow. -Join in sections of the song, eg chorus. -Begin to talk about and understand the style of the music. -Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) 	<ul style="list-style-type: none"> -Identify hand signals as notation, and recognise music notation on a staff of five lines. 	<ul style="list-style-type: none"> -Develop facility in playing tuned percussion or a melodic instrument- a glockenspiel.
<p>Year 3</p>	<ul style="list-style-type: none"> -Use body percussion, instruments and voices. - Find and keep a steady beat, in the time signatures of: 2/4, 3/4 and 4/4. -Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. 	<ul style="list-style-type: none"> -Share your thoughts and feelings about the music together. -Find the beat or groove of the music. -Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. -Invent different actions to move in time with the music. -Talk about what the song or piece of music means. 	<ul style="list-style-type: none"> -Sing as part of a choir. -Sing a widening range of unison songs, of varying styles and structures. -Demonstrate good singing posture. - Sing songs from memory and/or from notation. -Sing with awareness of following the beat. -Sing with attention to clear diction. 	<ul style="list-style-type: none"> -Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes, building on year 2. 	<ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. -Develop facility in playing tuned

	<p>-Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F.</p>	<p>Identify some instruments you can hear playing. -Identify if it's a male or female voice singing the song. -Talk about the style of the music.</p>	<p>-Sing, expressively, with attention to the meaning of the words. -Sing in unison. -Understand and follow the leader or conductor. -Copy back simple melodic phrases using the voice</p>	<p>-Identify hand signals as notation, and recognise music notation on a stave of five lines.</p>	<p>percussion or a melodic instrument-recorder.</p>
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Year 4	<ul style="list-style-type: none"> -Use body percussion, instruments and voices. - Find and keep a steady beat, in the time signatures of: 2/4, 3/4 and 4/4. -Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. -Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F. 	<ul style="list-style-type: none"> -Share your thoughts and feelings about the music together. -Find the beat or groove of the music. -Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. -Invent different actions to move in time with the music. -Talk about what the song or piece of music means. Identify some instruments you can hear playing. -Identify if it's a male or female voice singing the song. -Talk about the style of the music. 	<ul style="list-style-type: none"> -Sing as part of a choir. -Sing a widening range of unison songs, of varying styles and structures. -Demonstrate good singing posture. -Perform actions confidently and in time to a range of action songs. - Sing songs from memory and/or from notation. -Sing with awareness of following the beat. -Sing with attention to clear diction. -Sing, expressively, with attention to the meaning of the words. -Sing in unison. -Understand and follow the leader or conductor. -Copy back simple melodic phrases using the voice 	<ul style="list-style-type: none"> -Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. - Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes, building on year 2. -Identify hand signals as notation, and recognise music notation on a staff of five lines. 	<ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. -Develop facility in playing tuned percussion or a melodic instrument-recorder.
Year 5	<ul style="list-style-type: none"> -Use body percussion, instruments and voices -Keep a steady beat, in the time signatures of: 2/4, 	<ul style="list-style-type: none"> -Talk about feelings created by the music. -Justify a personal opinion with reference to Musical Elements. -Find and demonstrate the steady beat. 	<ul style="list-style-type: none"> -Rehearse and learn songs from memory and/or with notation. -Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. 	<ul style="list-style-type: none"> -Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. 	<ul style="list-style-type: none"> -Rehearse and learn to play a simple melodic instrumental part by ear or from

	<p>3/4, 4/4, 5/4 and 6/8.</p> <p>-Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>-Copy back melodic patterns using the notes.</p>	<p>-Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>-Identify the musical style of a song or piece of music.</p> <p>-Identify instruments by ear and through a range of media.</p> <p>-Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>-Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music.</p> <p>-Identify major and minor tonality.</p> <p>-Explain the role of a main theme in musical structure.</p> <p>-Recognise a range of musical styles.</p>	<p>-Sing 'on pitch' and 'in time'.</p> <p>-Sing a second part in a song.</p> <p>-Self-correct if lost or out of time.</p> <p>-Sing expressively, with attention to breathing and phrasing.</p> <p>-Sing expressively, with attention to dynamics and articulation.</p> <p>-Develop confidence as a soloist.</p> <p>-Talk about the different styles of singing used for different styles of song.</p> <p>-Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>-Respond to a leader or conductor.</p>	<p>-Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of notes.</p> <p>-Identify: • Stave • Treble clef • Time signature</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>-Recognise how notes are grouped when notated.</p> <p>-Identify the stave and symbols on the stave</p> <p>-Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p>	<p>notation, in C major, F major, G major</p> <p>-Play melodies on tuned melodic instruments (Flutes), initially done as a whole class, with greater independence gained each lesson through smaller group performance.</p>
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Year 6

- Use body percussion, instruments and voices.
- Keep a steady beat, in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the notes.

- Talk about feelings created by the music.
- Justify a personal opinion with reference to Musical Elements.
- Find and demonstrate the steady beat.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response.
- Recall by ear memorable phrases heard in the music.
- Explain the role of a main theme in musical structure.
- Know and understand what a musical introduction is and its purpose.

- Rehearse and learn songs from memory and/or with notation.
- Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.
- Continue to sing in parts where appropriate.
- Sing expressively, with attention to breathing and phrasing.
- Sing expressively, with attention to dynamics.
- Talk about the different styles of singing used for the different styles of songs sung in this year.
- Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of notes.
- Identify: • Stave • Treble clef • Time signature
- Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- Recognise how notes are grouped when notated.
- Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign

- Rehearse and learn to play different instrumental parts by ear or from notation.
- Build on knowledge and understanding of Ukuleles from last year.
- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

A typical teaching sequence in Music

- Vocabulary - revisit any musical vocabulary from previous years and introduce new concepts. This develops throughout the pupil's Music experience at Straits.
- Appraisal of a new musical artist. The children are encouraged to develop their own opinions, listen to and respect other views, and compare to other pieces of music.
- Introduced to the new principles for the lesson.
- Warm up their voice and bodies.
- Introduced to the song/piece of music that they will be composing.
- Performance.
- Reflection

Teaching and learning Styles.

We use a variety of teaching and learning approaches in Music. Our principal aim is to develop the children's knowledge, skills and understanding and provide them with an opportunity to practise and apply skills taught - we do this through a mixture of whole-class teaching and individual/group activities. Within lessons we give the children the opportunity to collaborate with others.

We recognise the fact that in all classes, there are children of widely different abilities in music, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- grouping children by ability in the room and setting different tasks for each ability group.
- supporting and challenging children through paired or group work, adult intervention.

Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with specific needs, and work in Music lessons takes into account the targets set for individual children in their Individual Support Plans (ISPs). Support is offered to those pupils who have a physical disability; this may be through adult intervention, adapted tasks or use of specialist equipment.

Assessment, recording and reporting.

Teachers assess Music through observations in lessons and comparing pupil's performances and contributions in lessons to the end of year target outcomes. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation.

Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made.

- On completion of a performance, the teacher gives verbal feedback to the child to help guide their progress. All children are encouraged to make judgements about how they can improve their own work and how others could improve their work. They will also positively critique other performances, justifying any opinions.
- Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.
- Rapid recalls and vocabulary slides are used at the start of each lesson to ensure knowledge is being secured and to identify any gaps in learning.
- Parents are made aware of their child's progress through parents evening and the annual written report.
- The school website, displays and newsletters are used to show examples of work and photos of trips and visitors relevant to the topic being studied.

Monitoring and review

Monitoring and reviewing the implementation of the Music curriculum and amending our provision in light of this are the responsibility of the Music subject lead, supported by our Curriculum Lead. Monitoring will take place in line with the school's curriculum development calendar. It will be an on-going and informative process designed to measure impact of any development work, identify strengths and areas for development in both the curriculum and teaching and learning approaches, identify staff training requirements and will include both staff and pupil voice.

The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed by:

Chair of Curriculum Committee: Date:

Head teacher: Date:

Agreed at the Curriculum Committee Meeting on: