

## Music

### Intent

At Brotherton and Byram, Music is an enjoyable, inclusive learning opportunity. We provide opportunities for children of all abilities to create, play and perform a variety of music. Singing is at the centre of our musical philosophy at Brotherton and children are challenged to learn about the deeper structure of Music to enhance their enjoyment and love of performing. Music can help children develop crucial life skills such as: collaboration, self-esteem and confidence.

### Implementation

Our long term plan ensures coverage of the 7 musical dimensions:

- listening
- singing
- pitch
- pulse/rhythm/tempo/metre
- composition/improvisation/texture
- timbre

Our teachers plan lessons to build upon the children's prior knowledge, whilst giving all abilities the opportunity to enhance and develop their musical skills, knowledge and understanding. Within our whole class teaching, children experience a range of musical opportunities in regards to appraising, composing and performing. We also expose our children to a variety of different composers and musical genres to allow a breadth of coverage and appreciation.

### Impact

The impact of our Music teaching and the development of our children's abilities will be shown through recorded evidence, both on the children's individual Seesaws and our teacher's iPads. At Brotherton and Byram, we hope for our children to develop a love of all aspects of music, including composing, singing and performing. As well as this, we aim to provide a range of wider musical opportunities for the children to participate in, both in school and during extra-curricular activities - such as Young Voices. This not only gives the children a chance to develop their love for performing, but also helps to increase their confidence.

BB Music Knowledge and Skills Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>- I can sit still and listen to a short piece of music</li> <li>- I can sit still and listen to a short piece of music</li> </ul>	<ul style="list-style-type: none"> <li>- I can sit still and listen to a short piece of music</li> </ul>	<ul style="list-style-type: none"> <li>-I can listen to music and talk about the mood of the music.</li> </ul>	<ul style="list-style-type: none"> <li>- I can listen to music and identify musical dimensions</li> </ul>	<ul style="list-style-type: none"> <li>-I can listen to music and describe it accurately using correct musical terms</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about how sounds are put together and the different effects used to show the composers intention</li> </ul>	<ul style="list-style-type: none"> <li>-I can identify musical features, genres, form and structure</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>- I can use my voice to make sounds</li> <li>- I can sing familiar songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- I can use my voice to make sounds</li> </ul>	<ul style="list-style-type: none"> <li>-I can use the starting pitch to sing a short song on my own.</li> </ul>	<ul style="list-style-type: none"> <li>- I can sing a short song on my own and stay 'in tune'</li> </ul>	<ul style="list-style-type: none"> <li>-I can control my voice and sing at different dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- I can maintain a melody as part of a group in a 2- part song</li> </ul>	<ul style="list-style-type: none"> <li>-I can perform a song with a wide vocal range accurately</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>- I can show if the pitch is high or low by large gesture</li> </ul>	<ul style="list-style-type: none"> <li>- I can show if the pitch is high or low by large gesture</li> </ul>	<ul style="list-style-type: none"> <li>-I can sing a simple song showing the pitch physically (hand gesture, whole body)</li> </ul>	<ul style="list-style-type: none"> <li>- I can perform high or low sounds as requested on an instrument and with my voice</li> </ul>	<ul style="list-style-type: none"> <li>-I can represent and reproduce high and low sounds to perform from a score</li> </ul>	<ul style="list-style-type: none"> <li>- I can sing a simple song and perform the melody correctly</li> </ul>	<ul style="list-style-type: none"> <li>-I can notate and perform a simple song from a 2- line stave</li> </ul>
<b>Pulse, Rhythm, Tempo &amp; Metre</b>	<ul style="list-style-type: none"> <li>- I can echo a short rhythm my teacher claps</li> </ul>	<ul style="list-style-type: none"> <li>- I can echo a short rhythm my teacher claps</li> </ul>	<ul style="list-style-type: none"> <li>-I can identify and change the intended speed of my performance, tempo.</li> </ul>	<ul style="list-style-type: none"> <li>- I can accurately tap the rhythm of simple songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>-I can read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers)</li> </ul>	<ul style="list-style-type: none"> <li>- I can write and perform a 2-part rhythmic piece in a group</li> </ul>	<ul style="list-style-type: none"> <li>-I can identify and model metre in 2/3/4 time</li> </ul>
<b>Composition &amp; Improvisation, Texture</b>	<ul style="list-style-type: none"> <li>- I can convey different moods and effects when I play an instrument</li> </ul>	<ul style="list-style-type: none"> <li>- I can convey different moods and effects when I play an instrument</li> </ul>	<ul style="list-style-type: none"> <li>-I can put sounds together to create a piece that has a beginning, a middle and an end.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create an ostinato to accompany a simple song</li> </ul>	<ul style="list-style-type: none"> <li>-I can create a group accompaniment to a piece or song</li> </ul>	<ul style="list-style-type: none"> <li>- I can compose and notate a piece of music in a small group, rehearse then perform it to others</li> </ul>	<ul style="list-style-type: none"> <li>-I can compose and write a piece of music in a group, rehearse and perform it from notation</li> </ul>
<b>Timbre</b>	<ul style="list-style-type: none"> <li>- I can play a range of percussion instruments with other children</li> </ul>	<ul style="list-style-type: none"> <li>- I can play a range of instruments with other children</li> </ul>	<ul style="list-style-type: none"> <li>-I can listen to, identify and group instruments according to sound eg. how they are played (tap, scrape, shake)</li> </ul>	<ul style="list-style-type: none"> <li>- I can create and control a variety of sounds from one instrument, dynamics</li> </ul>	<ul style="list-style-type: none"> <li>-I can choose, play and perform on instrument appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>- I can work in a group combining instruments to create appropriate mood and expression</li> </ul>	<ul style="list-style-type: none"> <li>-I can change the timbre effectively within a group piece by making appropriate choices of instrumentation</li> </ul>