

Music's Cool

Syllabus

BMS
Brent Music Service



Music'sCool™ Overview EYFS – Yr.6

| | Autumn | Spring | Summer |
|-----------|---|---|---|
| N | Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrumental skills – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development | | |
| R | Beat competency Listening and discrimination skills Singing/vocal development Coordination - movement/dancing Instrument playing – eggs, sticks, drums, chime bars Nurturing enjoyment, confidence, creativity and social and emotional development | | |
| Y1 | Musicianship 1 | Musicianship 2 | Musicianship 3 |
| | Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion Rhythm skills – beat/rhythm Rhythm patterns – ta, titi Solfa – SM | Coordination – dancing and singing games with movement Rhythm skills development – rhythm patterns and word rhythms Rhythm patterns – ta, titi, shh Solfa – SML Handling percussion instruments | More complex singing games with wider vocal range Playing rhythm patterns on percussion Rhythm patterns – ta, titi, shh, taa, tikatika(aural) From notation - ta, titi, shh, Solfa - SMLD |
| Y2 | Focus: Pitch and Rhythm through singing | Recorder Introduction | Recorder Development |
| | Songs which will be played on recorder next term. Development of aural awareness and musical literacy using Solfa. Use of tuned percussion to increase knowledge and understanding of pitch. | Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. Creating rhythm patterns for the class to echo. Singing development – songs which include recorders, singing recorder pieces. | Recorder skills – tonguing, minimum notes BAG or CAD Reading notation Improvising using known notes Continuing singing development |

Overview for Schools with *Music'sCool™* in EYFS – Yr.6

| | Autumn | Spring | Summer |
|-----------|---|--|--|
| Y3 | Recorder/Singing/Moving | Recorder/Singing/Body Percussion1 | Ensemble Development |
| | Singing development/aural awareness Singing games and rounds Recorder skills – tonguing, minimum notes BAG CD Mixture of rote learning, staff notation and playing from memory | Singing development – rounds and singing games Teacher led body percussion – coordination development Recorder continuation | Playing and singing in parts (rec/sing/body perc/classroom perc if available) Recorder skills - minimum notes BAG CD low E |
| Y4 | Recorder Skills/Singing/Tambo Bamboo | Body Percussion2 - group composition. | Ukulele Introduction |
| | Singing development – more complex rounds Recorder skills- minimum notes BAG CD ED Introduce Tambo Bamboo after half term | More complex body percussion patterns, teacher led. Small group compositions with awareness of form and structure Including recorders | Pluck open strings – read from stave Strum open string and chord of C (minimum) Recorder pieces and songs with Uke ostinato |
| Y5 | Ukulele Skill Development/Recorders | Melodic Composition - Recorders/Ukulele | African Drumming |
| | Uke skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 Recorders - Recorder skills- minimum notes BAG CD ED | Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure | Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele |
| Y6 | Beatbox+Rap / Ukulele and recorder skills | Samba/singing | Class performance project |
| | Recap instrumental skills on recorder and ukulele Beatbox – skills, composing a groove, grid notation Rap - group composition (based on class topic?) Form and structure Rhythmic improvisation | Layering more complex syncopated rhythms Echo and call and response breaks Signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion) | Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece. |

Year 4 – Tambo Bamboo and Body Percussion2 are interchangeable dependent on instrument availability

Incorporating Instruments – where children learn additional instruments outside the classroom, these will be incorporated into classwork as much as possible where appropriate. The *Music'sCool™* tutor will ensure that these children also have the opportunity to develop basic skills on recorder and ukulele.

| Overview For Schools with <i>Music'sCool</i>TM in KS2 Only | | | |
|--|---|---|--|
| | Autumn | Spring | Summer |
| Y3 | Singing/Moving | Recorder Introduction/Singing/ Body Percussion1 | Ensemble Development |
| | Singing development/aural awareness Singing games and rounds Development of aural awareness and musical literacy using Solfa. | Singing development – rounds and singing games Teacher led body percussion – coordination development Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. | Recorder skills – tonguing, minimum notes BAGCD Mixture of rote learning, staff notation and playing from memory Playing and singing in parts (rec/sing/body perc/classroom perc if available) |
| Y4 | Recorder Skill Development/Singing/Tambo Bamboo | Body Percussion2 - group composition. | Ukulele Introduction |
| | Singing development – more complex rounds Recorder skills- minimum notes BAG CD E Introduce Tambo Bamboo after half term | More complex body percussion patterns, teacher led. Small group compositions with awareness of form and structure Including recorders | Pluck open strings – read from stave Strum open string and chord of C (minimum) Recorder pieces and songs with Uke ostinato |
| Y5 | Ukulele Skill Development/Recorders | Melodic Composition - Recorders/Ukulele | African Drumming |
| | Uke skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 Recorders - Recorder skills- minimum notes BAG CD ED | Small group compositions using recorders/ukulele/voices/body perc/class perc Awareness of form and structure | Layering rhythms Improvising Singing and playing simultaneously Inclusion of recorder and ukulele |
| Y6 | Beatbox+Rap / Ukulele and recorder skills recap | Samba/singing | Class performance project |
| | Recap instrumental skills on recorder and ukulele Beatbox – skills, composing a groove, grid notation Rap - group composition (based on class topic?) Form and structure Rhythmic improvisation | Layering more complex syncopated rhythms Echo and call and response breaks Signals – visual and aural Brazilian song (incorporating instruments, recorders, ukuleles, percussion) | Bringing together everything! Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece. |

Year 4 – Tambo Bamboo and Body Percussion2 are interchangeable dependent on instrument availability

Incorporating Instruments – where children learn additional instruments outside the classroom, these will be incorporated into classwork as much as possible where appropriate. The *Music'sCool*TM tutor will ensure that these children also have the opportunity to develop basic skills on recorder and ukulele.

Differentiation

During each year, some children will have exceeded the outcomes described below and others will not have progressed so far. These children should be given opportunities to develop skills, increase understanding and be creative at their own level. In some cases differentiation will be by outcome, but tutors and class teachers can use a range of strategies to ensure that all children are catered for. It is here that the partnership between tutors and class teachers is essential. Effective collaborative assessment and communication regarding children's expected progress is of great importance to ensure progression.

For children who are developing above the expected level strategies might include:

- Leading the class
- Making creative decisions
- Play/sing more complex parts or independent parts in an ensemble
- Teaching their peers, thereby solidifying their own skills
- Play instrumental parts and sing simultaneously
- Rehearse or direct a small group
- Improve their work/the work of others without the aid of a teacher

For those who have not progressed so far, strategies might include:

- Physical or movement support
- Playing/singing a less demanding part in an ensemble
- Improving work through adult/peer direction
- Including elements of vocal warm up to help develop/find singing voices or to develop basic beat competency in every lesson
- Breaking down activities into achievable steps during the teaching process

Nursery Syllabus

Focus:

- Beat competency
- Listening and discrimination skills
- Singing/vocal development
- Coordination - movement/dancing
- Instrumental skills– eggs, sticks, drums, chime bars
- Nurturing enjoyment, confidence, creativity and social and emotional development

By the end of the Nursery most children should be able to:

Singing/vocal development

- Control the voice to make different kinds of sounds
- Begin to control the singing voice to “siren” into head voice
- Show awareness of pitch contour when singing
- Match pitch some of the time when singing songs with a small range
- Begin to feel more confident singing alone in front of others

Beat competency

- Keep a steady beat to recorded or live music with both hands patting on knees or with eggs or sticks for short periods of time before becoming distracted
- Coordinate gross motor body movements to a steady beat some of the time
- Sing a simple song/speak a rhyme while keeping a steady beat with a gross motor movement most of the time

Listening and discrimination skills

- Listen quietly with attention for very short periods
- Listen with enjoyment
- Identify familiar sounds
- Listen and repeat words accurately (sung and spoken) demonstrating the concept of “my turn, your turn”
- Respond to signals/aural cues in music (e.g. changing movements when something different happens in the music or at the end of a phrase)

Coordination - movement/dancing

- Move their body with increasing control when synchronising gross motor movements with music
- Move at different speeds using a range of travelling movements
- Coordinate beat patterns with a partner
- Perform a sequence of movements from memory
- Use props such as scarves and hoops with control and expression
- Show awareness of space

Instrument playing – eggs, sticks, drums, chime bars

- Show control when handling instruments and stopping and starting
- Demonstrate fine motor skills in handling beaters and playing chime bars accurately
- Perform a steady beat on an instrument for a short period of time

Nurturing enjoyment, confidence, creativity and social and emotional development

- Participate with enthusiasm and enjoyment
 - Make a circle and hold hands with others
 - Participate in cooperative movement activities with a partner
 - Work as part of a class, listen to others, take turns and share fairly
 - Offer ideas and use imagination
 - Explore and recognise how sounds can be changed
 - Make musical or movement related choices
 - Lead the group in performing actions
- Explore different emotions through music and song

Suggested Vocabulary:

Listen, stop, names of instruments, vocabulary from songs/rhymes, high, low, fast, slow, loud, quiet.

| Nursery Assessment | | | |
|------------------------------------|---|--|---|
| | Δ (3) | ^ (2) | / (1) |
| Vocal Control | Able to siren over range | Able to siren over limited range | Unable to use head voice range |
| Vocal /Aural | Follows pitch contour and matches pitch often | Follows basic pitch contour | Unable to control pitch/uses speaking voice range |
| Instrumental | Handles instruments with control and sensitivity | Handles instruments with control sometimes | Unable to use instruments with control |
| Ensemble/Beat/Movement | Confidently and consistently moves in time | Moves in time when concentrating | Unaware/unable to keep steady beat |
| Creativity | Offers ideas (actions/ways of playing) or improvises patterns with musicality | Offers simple ideas, improvises patterns | Unable to make decisions or improvise without significant help |
| Listening and Understanding | Responds to aural cues (e.g. changes movement at end of phrase) | Responds to aural cues sometimes | Unaware of aural cues (continues playing/moving when others have stopped or changed, needs visual cues) |

Reception Syllabus

Focus:

- Beat competency
- Listening and discrimination skills
- Singing/vocal development
- Coordination - movement/dancing
- Instrumental skills– eggs, sticks, drums, chime bars
- Nurturing enjoyment, confidence, creativity and social and emotional development

By the end of the Reception most children should be able to:

Vocal

- Control the voice to make different kinds of sounds
- Begin to control the singing voice to “siren” into head voice and extend range
- Show awareness of pitch contour when singing
- Match pitch most of the time when singing songs with a small range with others
- Match pitch some of the time when singing alone songs with limited pitches (SML)
- Feel more confident singing alone in front of others

Beat competency

- Keep a steady beat to recorded or live music with both hands patting on knees or with eggs or sticks with more confidence and awareness and for longer periods of time
- Coordinate gross motor body movements to a steady beat most of the time
- Coordinate walking/marching to a beat more consistently for short periods of time
- Sing a simple song/speak a rhyme while keeping a steady beat with a gross motor movement with confidence

Listening and discrimination skills

- Listen quietly with attention for between 30 and 60 seconds
- Listen with enjoyment
- Identify familiar sounds and offer ideas about them
- Listen and repeat words of longer phrases accurately (sung and spoken) demonstrating the concept of “my turn, your turn”
- Respond to signals/aural cues in music (e.g. changing movements when something different happens in the music or at the end of a phrase)

Coordination - movement/dancing

- Move their body with increasing control when synchronising gross motor movements with music Move at different speeds using a range of travelling movements coordinating more often with the beat
- Coordinate beat patterns with a partner
- Perform a sequence of movements from memory without adult example
- Use props such as scarves and hoops with control and expression
- Show awareness of space
- Create movements to music using props

Instrument playing – eggs, sticks, drums, chime bars

- Show increasing control when handling instruments and stopping and starting
- Demonstrate fine motor skills in handling beaters and playing chime bars accurately, coordinating with the beat
- Perform a steady beat on an instrument with confidence

Nurturing enjoyment, confidence, creativity and social and emotional development

- Participate with enthusiasm and enjoyment
- Make a circle and hold hands with others with more awareness of space and social interaction
- Participate in cooperative movement activities with a partner
- Work as part of a class, listen to others, take turns and share fairly
- Offer ideas and use imagination
- Explore and recognise how sounds can be changed
- Make musical or movement related choices more easily
- Confidently lead the group in performing actions
- Explore different emotions through music and song

Suggested Vocabulary:

Listen, stop, names of instruments, vocabulary from songs/rhymes, high, low, fast, slow, loud, quiet.

| Reception Assessment | | | |
|------------------------------------|---|--|---|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal Control | Able to siren over range | Able to siren over limited range | Unable to use head voice range |
| Vocal /Aural | Follows pitch contour and matches pitch often | Follows basic pitch contour | Unable to control pitch/uses speaking voice range |
| Instrumental | Handles instruments with control and sensitivity | Handles instruments with control sometimes | Unable to use instruments with control |
| Ensemble/Beat/Movement | Confidently and consistently moves in time | Moves in time when concentrating | Unaware/unable to keep steady beat |
| Creativity | Offers ideas (actions/ways of playing) or improvises patterns with musicality | Offers simple ideas, improvises patterns | Unable to make decisions or improvise without significant help |
| Listening and Understanding | Responds to aural cues (e.g. changes movement at end of phrase) | Responds to aural cues sometimes | Unaware of aural cues (continues playing/moving when others have stopped or changed, needs visual cues) |

| Year 1 | | |
|--|---|--|
| Autumn | Spring | Summer |
| Musicianship 1 | Musicianship 2 | Musicianship 3 |
| <ul style="list-style-type: none"> ○ Singing voice development with focus on accurate pitching. ○ Beat competency – gross motor movement, dancing, playing simple percussion. ○ Rhythm skills – beat/rhythm ○ Rhythm patterns – ta, titi ○ Solfa – SM | <ul style="list-style-type: none"> ○ Coordination – dancing and singing games with movement ○ Rhythm skills development – rhythm patterns and word rhythms ○ Rhythm patterns – ta, titi, shh ○ Solfa – SML ○ Handling percussion instruments | <ul style="list-style-type: none"> ○ More complex singing games with wider vocal range ○ Playing rhythm patterns on percussion ○ Rhythm patterns – ta, titi, shh, taa, tikatika(aural) ○ From notation - ta, titi, shh, ○ Solfa - SMLD |
| By the end of Year 1 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> • Sing simple songs from memory with enjoyment and expression • Sing simple songs accurately at a given pitch (SMLD) • Sing alone and with others with awareness of pitch • Have an understanding of the shape of the melody • Use their voices confidently in a variety of ways <p>Instrumental</p> <ul style="list-style-type: none"> • Show increasing control when handling instruments and stopping and starting • Demonstrate fine motor skills in handling beaters and playing chime bars accurately, coordinating with the beat • Perform a steady beat and a simple rhythm on an instrument with confidence <p>Movement/Beat/Rhythm</p> <ul style="list-style-type: none"> • Keep a steady beat with their hands on knees while singing and listening to music • Keep a steady beat with their feet (walking or marching) for short periods • Coordinate movements with others during singing games • Move to music with enjoyment and expression • Speak and clap and play simple rhythmic patterns in the context of a beat • Read rhythm patterns with crotchets, quaver pairs and crotchet rests | | <p>Listening and Understanding</p> <ul style="list-style-type: none"> • Listen with attention • Listen carefully and recall short rhythmic and melodic phrases • Respond to changes in recorded or live music with movement <p>Creativity</p> <ul style="list-style-type: none"> • Create movements to music • Create/improvise rhythmic and melodic patterns • Offer musical/movement ideas • Improvise movements and musical patterns <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS.</p> |
| <p>Suggested Vocabulary: Beat, rhythm, pitch, high, low, tempo, fast, slow, loud, quiet.</p> | | |

| Year 1 Assessment | | | |
|------------------------------------|---|---|---|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch consistently | Matches pitch some of the time/can follow pitch contour | Unable to use singing voice |
| Instrumental | Able to play steady beat/simple rhythm on instrument with confidence | Able to play steady beat/simple rhythm on instrument as part of a group | Unable to use instruments with control |
| Movement/Beat/Rhythm | Confidently and consistently plays and moves in time | Moves and plays in time when concentrating | Unaware/unable to keep steady beat |
| Creativity | Offers ideas (actions/ways of playing) or improvises patterns with musicality | Offers simple ideas, improvises patterns | Unable to make decisions or improvise without significant help |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat rhythmic and melodic patterns |

| Year 1 Violin Programme | | |
|---|---|---|
| Autumn | Spring | Summer |
| Musicianship 1 | Musicianship 2 and Violin | Musicianship 3 |
| <ul style="list-style-type: none"> ○ Singing voice development with focus on accurate pitching. ○ Beat competency – gross motor movement, dancing, playing simple percussion ○ Rhythm skills – beat/rhythm ○ Rhythm patterns – ta, titi. Solfa – SM ○ Introduction to Violin | <ul style="list-style-type: none"> ○ Coordination – body percussion movement activities ○ Rhythm skills development – rhythm patterns and word rhythms ○ Rhythm patterns – ta, titi, shh. Solfa – SML ○ Handling the violin - Rest position, playing position, plucking, open strings | <ul style="list-style-type: none"> ○ Playing with the Bow ○ More complex singing games with wider vocal range ○ Playing rhythm patterns ○ Rhythm patterns – ta, titi, shh, taa, tikatika(aural) ○ From notation - ta, titi, shh, ○ Solfa - SMLD |
| By the end of Year 1 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> ● Sing simple songs from memory with enjoyment and expression ● Sing simple songs accurately at a given pitch (SMLD) ● Sing alone and with others with awareness of pitch ● Have an understanding of the shape of the melody ● Use their voices confidently in a variety of ways <p>Instrumental - violin</p> <ul style="list-style-type: none"> ● Shows increasing control when handling instruments and stopping and starting ● Hold the violin correctly and comfortably in rest and playing position ● Control the bow in a relaxed preparatory bow hold ● Pluck and bow open strings confidently, coordinating with the beat ● Perform a steady beat and a simple rhythm with confidence ● Play a piece from memory with a simple accompaniment <p>Movement/Beat/Rhythm</p> <ul style="list-style-type: none"> ● Keep a steady beat with their hands on knees while singing and listening to music ● Keep a steady beat with their feet (walking or marching) for short periods ● Coordinate movements with others during singing games ● Move to music with enjoyment and expression ● Speak and clap and play simple rhythmic patterns in the context of a beat ● Read rhythm patterns with crotchets, quaver pairs and crotchet rests | <p>Listening and Understanding</p> <ul style="list-style-type: none"> ● Listen with attention ● Listen carefully and recall short rhythmic and melodic phrases ● Respond to changes in recorded or live music with movement ● Know the names of the open strings ● Know the names of the basic parts of the violin ● Demonstrate an understanding of how to take care of the violin ● Know their left from their right <p>Creativity</p> <ul style="list-style-type: none"> ● Create movements to music ● Create/improvise rhythmic and melodic patterns ● Offer musical/movement ideas ● Improvise movements and musical patterns <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS.</p> | |
| Suggested Vocabulary: Beat, rhythm, pitch, high, low, tempo, fast, slow, loud, quiet. Parts of the violin. Pluck, pizzicato, bow. | | |

| Year 1 Violin Programme | | | |
|------------------------------------|--|---|---|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch consistently | Matches pitch some of the time/can follow pitch contour | Unable to use singing voice |
| Hold violin correctly | Holds violin with care and is comfortable in the correctly playing position | Can find correct playing position when reminded | Unable to handle the instrument or maintain playing position |
| Pluck open strings | Plucks open strings with control, locating the correct string to play with consistency | Plucks open strings but struggles to play with accuracy | Unable to select correct string or play with rhythmic control |
| Bowing | Holds bow confidently in a relaxed hold and is able to bow with some control on open strings | Holds bow with some difficulty and can bow open strings with some control | Unable to hold bow correctly or control movement on open strings |
| Instrumental - Violin | Able to play steady beat/simple rhythm on instrument with confidence | Able to play steady beat/simple rhythm on instrument as part of a group | Unable to use instruments with control |
| Movement/Beat/Rhythm | Confidently and consistently plays and moves in time | Moves and plays in time when concentrating | Unaware/unable to keep steady beat |
| Creativity | Offers ideas (actions/ways of playing) or improvises patterns with musicality | Offers simple ideas, improvises patterns | Unable to make decisions or improvise without significant help |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat rhythmic and melodic patterns |

| Year 2 | | |
|--|---|---|
| Autumn | Spring | Summer |
| Focus: Pitch and Rhythm through singing | Recorder Introduction | Recorder Development |
| <ul style="list-style-type: none"> ○ Songs which will be played on recorder next term. ○ Development of aural awareness and musical literacy using Solfa. ○ Use of tuned percussion to increase knowledge and understanding of pitch. | <ul style="list-style-type: none"> ○ Recorder skills – tonguing, minimum notes BA or CA. ○ Reading from staff notation. ○ Creating rhythm patterns for the class to echo. ○ Singing development – songs which include recorders, singing recorder pieces | <ul style="list-style-type: none"> ○ Recorder skills – tonguing, minimum notes BAG or CAD ○ Reading notation ○ Improvising using known notes ○ Continuing singing development |
| By the end of Year 2 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> ● Sing songs from memory with confidence, enjoyment and expression ● Sing simple songs accurately at a given pitch ● Sing alone and with others with awareness of pitch ● Sing simple rounds and partner songs ● Sight-sing simple melodic patterns from staff notation (e.g. SML or BA/CA in relation to recorder) <p>Movement/Beat/Rhythm</p> <ul style="list-style-type: none"> ● Keep a steady beat on their body with confidence ● Keep a steady beat with their feet (walking or marching) ● Subdivide a beat in duple time (pat, clap) ● Keep a steady beat on an instrument independently ● Move to music with control, enjoyment and expression ● Speak, clap and play more complex rhythmic patterns in the context of a beat ● Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims and semibreves. | <p>Instrumental - Recorder</p> <ul style="list-style-type: none"> ● Play melodies on tuned percussion with understanding and physical control ● Hold a recorder correctly and cover the holes well to produce at least three notes (BAG, or CAD) ● Articulate notes correctly on the recorder using correct breath pressure ● Listen and copy patterns on the recorder ● Play simple recorder melodies from staff notation <p>Listening and Understanding</p> <ul style="list-style-type: none"> ● Listen carefully and recall rhythmic and melodic phrases ● Listen and identify features of music (e.g. same or different, higher or lower, pitch direction, faster or slower, instrument timbres) ● Respond to aural cues in the music with movement/voice/instrumental part as appropriate ● Follow a graphic score <p>Creativity</p> <ul style="list-style-type: none"> ● Create/improvise rhythmic and melodic patterns on the recorder and other classroom instruments ● Create appropriate movements to music <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS and Year 1</p> | |
| <p>Suggested Vocabulary: Beat, rhythm, pitch, tempo, dynamics, improvisation, round, ostinato</p> | | |

| Year 2 Assessment | | | |
|------------------------------------|---|---|---|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch consistently in repertoire used | Matches pitch some of the time/can follow pitch contour | Unable to use singing voice |
| Instrumental – Recorder | Confidently plays BAG/CAD with finger control and tonguing | Plays BAG/CAD with some difficulty/tongues notes sometimes | Unable to produce notes by covering holes/ uses incorrect breath pressure |
| Movement/Beat/Rhythm | Confidently and consistently plays and moves in time | Moves and plays in time when concentrating | Unaware/unable to keep steady beat |
| Creativity | Creates/improvises with musicality and confidence | Is able to create/improvise with some understanding | Unable to make decisions or improvise without significant help/ musically unaware when improvising |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat rhythmic and melodic patterns |

| Year 3 | | |
|---|---|---|
| Autumn | Spring | Summer |
| Recorder/Singing/Moving | Recorder/Singing/Body Percussion1 | Ensemble Development |
| <ul style="list-style-type: none"> ○ Singing development/aural awareness ○ Singing games ○ Recorder skills – tonguing, minimum notes BAG CD ○ Mixture of rote learning, staff notation and playing from memory | <ul style="list-style-type: none"> ○ Singing development – rounds and singing games ○ Teacher led body percussion – coordination development ○ Recorder continuation | <ul style="list-style-type: none"> ○ Playing and singing in parts (rec/sing/body perc/classroom perc if available) ○ Recorder skills - minimum notes BAG CD low E |
| By the end of Year 3 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> ● Sing songs from memory with confidence, enjoyment and expression ● Sing songs accurately at a given pitch ● Sing alone and with others with awareness of pitch ● Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy ● Sight-sing simple melodic patterns from staff notation ● Take the lead in simple vocal warm ups <p>Instrumental - Recorder</p> <ul style="list-style-type: none"> ● Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low E ● Articulate notes correctly ● Use correct breath pressure ● Play melodies from staff notation and by rote ● Improvise patterns using notes learnt <p>Body Percussion and Moving</p> <ul style="list-style-type: none"> ● Keep a steady beat on their body with confidence at a range of tempi ● Walk in time to music confidently ● Subdivide a beat in duple or compound time (knee pat and clap) ● Perform singing game actions in time, coordinating with others ● Speak, clap and play more complex rhythmic patterns in the context of a beat ● Perform sequences of body percussion movements with control and accurate timing ● Improvise rhythms using body percussion | <p>Ensemble Development</p> <ul style="list-style-type: none"> ● Play/sing in time with the group ● Maintain a part in a round/partner song with awareness of others ● Play an ostinato accompaniment with awareness of others ● Play simple recorder part to accompany songs ● Play simple recorder pieces in 2 parts <p>Listening and Understanding</p> <ul style="list-style-type: none"> ● Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers ● Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) ● Suggest and make improvements to their own work and comment using appropriate vocabulary ● Recognise common orchestral instruments ● Use some Italian terms when talking of pitch, tempo, duration and dynamics <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS and KS1</p> | |
| <p>Suggested Vocabulary: Tempo, pitch, dynamics, beat, rhythm, improvisation, accompaniment, ostinato, names of instruments, mood/expression words, relevant notational symbols, relevant Italian terms.</p> | | |

| Year 3 Assessment | | | |
|------------------------------------|---|---|--|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch, sings with expression and control | Matches pitch most of the time/can follow pitch contour | Unable to control singing voice |
| Instrumental – Recorder | Confidently plays BAG/CAD and low E with finger control and tonguing | Plays BAG/CAD and low E with some difficulty/tongues notes sometimes | Unable to produce notes by covering holes/ uses incorrect breath pressure |
| Body Percussion/ Ensemble | Moves and plays in time with confidence, control and awareness of beat/ensemble | Moves and plays in time when concentrating or when beat is prominent | Unaware/unable to keep steady beat without significant help |
| Creativity | Creates/improvises with musicality and confidence | Is able to create/improvise with some understanding | Unable to make decisions or improvise without significant help/ musically unaware when improvising |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat musical patterns. |

| Year 3 - Modified for KS2 ONLY Schools | | |
|---|--|---|
| Autumn | Spring | Summer |
| Singing/Moving | Recorder Introduction/Singing/ Body Percussion1 | Ensemble Development |
| <ul style="list-style-type: none"> ○ Singing development/aural awareness ○ Singing games and rounds ○ Development of aural awareness and musical literacy using Solfa. | <ul style="list-style-type: none"> ○ Singing development – rounds and singing games ○ Teacher led body percussion – coordination development ○ Recorder skills – tonguing, minimum notes BA or CA. ○ Reading from staff notation. | <ul style="list-style-type: none"> ○ Recorder skills – tonguing, minimum notes BAG CD ○ Mixture of rote learning, staff notation and playing from memory ○ Playing and singing in parts (rec/sing/body perc/classroom perc if available) |
| By the end of Year 3 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> ● Sing songs from memory with confidence, enjoyment and expression ● Sing songs accurately at a given pitch ● Sing alone and with others with awareness of pitch ● Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy ● Sight-sing simple melodic patterns from staff notation ● Take the lead in simple vocal warm ups <p>Instrumental - Recorder</p> <ul style="list-style-type: none"> ● Hold recorder correctly and cover the holes accurately to produce at least - BAGCD ● Articulate notes correctly ● Use correct breath pressure ● Play melodies from staff notation and by rote ● Improvise patterns using notes learnt <p>Body Percussion and Moving</p> <ul style="list-style-type: none"> ● Keep a steady beat on their body with confidence at a range of tempi ● Walk in time to music confidently ● Subdivide a beat in duple or compound time (knee pat and clap) ● Perform singing game actions in time, coordinating with others ● Speak, clap and play more complex rhythmic patterns in the context of a beat ● Perform sequences of body percussion movements with control and accurate timing ● Improvise rhythms using body percussion | <p>Ensemble Development</p> <ul style="list-style-type: none"> ● Play/sing in time with the group ● Maintain a part in a round/partner song with awareness of others ● Play an ostinato accompaniment with awareness of others ● Play simple recorder part to accompany songs ● Play simple recorder pieces in 2 parts <p>Listening and Understanding</p> <ul style="list-style-type: none"> ● Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers ● Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) ● Suggest and make improvements to their own work and comment using appropriate vocabulary ● Recognise common orchestral instruments ● Use some Italian terms when talking of pitch, tempo, duration and dynamics <p><u>*These outcomes assume that children have been participating in <i>Music'sCool</i>™ in the EYFS and KS1 and should in this case be used as a guide with the understanding that children will not have progressed this far in every area</u></p> | |
| <p>Suggested Vocabulary: Tempo, pitch, dynamics, beat, rhythm, improvisation, accompaniment, ostinato, names of instruments, mood/expression words, relevant notational symbols, relevant Italian terms.</p> | | |

Year 3 Assessment - Modified for KS2 ONLY Schools

| Assessment: | Δ (3) | ^ (2) | / (1) |
|------------------------------------|---|---|--|
| Vocal | Matches pitch, sings with expression and control | Matches pitch most of the time/can follow pitch contour | Unable to control singing voice |
| Instrumental – Recorder | Confidently plays BAG CD finger control and tonguing | Plays BAG CD with some difficulty/tongues notes sometimes | Unable to produce notes by covering holes/ uses incorrect breath pressure |
| Body Percussion/ Ensemble | Moves and plays in time with confidence, control and awareness of beat/ensemble | Moves and plays in time when concentrating or when beat is prominent | Unaware/unable to keep steady beat without significant help |
| Creativity | Creates/improvises with musicality and confidence | Is able to create/improvise with some understanding | Unable to make decisions or improvise without significant help/ musically unaware when improvising |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat musical patterns. |

| Year 4 | | |
|--|---|---|
| Autumn | Spring | Summer |
| Recorder Skill Development / Singing/Tambo Bamboo | Body Percussion2 - group composition. | Ukulele Introduction |
| <ul style="list-style-type: none"> ○ Singing development – more complex rounds ○ Recorder skills- minimum notes BAG CD ED ○ Start Tamboo Bamboo after half term | <ul style="list-style-type: none"> ○ More complex body percussion patterns, teacher led. ○ Small group compositions with awareness of form and structure ○ Including recorders | <ul style="list-style-type: none"> ○ Pluck open strings – read from stave ○ Strum open string and chord of C (minimum) ○ Recorder pieces with Uke ostinato |
| By the end of Year 4 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> ● Sing songs from memory with confidence, enjoyment and expression ● Sing songs accurately at a given pitch with an octave range ● Maintain a part in a more complex round as part of a small group ● Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy ● Sight-sing simple melodic patterns with at least three notes from staff notation ● Take the lead in simple vocal warm ups <p>Ensemble Development</p> <ul style="list-style-type: none"> ● Play/sing in time with the group with sensitivity and awareness ● Lead the class or a section, staying in time ● Maintain an instrumental line within a mixed ensemble ● Help create an arrangement for a piece which involves multiple parts <p>Recorders</p> <ul style="list-style-type: none"> ● Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED ● Articulate notes correctly ● Use correct breath pressure ● Play melodies from staff notation and by rote ● Improvise patterns using notes learnt ● Maintain part in an ensemble <p>Tambo Bamboo</p> <ul style="list-style-type: none"> ● Understand the origin of Bamboo Tamboo Music ● Perform an ostinato with coordination as part of a group | <ul style="list-style-type: none"> ● Read rhythms from grid notation ● Play syncopated rhythms and recognise them aurally and visually ● Improvise rhythms in a given space ● Create ostinato rhythms as part of a group ● Participate in a whole class piece <p>Ukulele</p> <ul style="list-style-type: none"> ● Hold the ukulele correctly ● Pluck using rest strokes and free strokes ● Copy patterns aurally on open strings ● Play patterns/pieces on open strings from staff notation ● Strum downwards with good technique ● Play a chord of C ● Maintain a part in an ensemble <p>Listening and Understanding</p> <ul style="list-style-type: none"> ● Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of four. ● Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) ● Suggest and make improvements to their own work and comment using appropriate vocabulary ● Suggest improvements related to the expression or performance of a piece ● Recognise common orchestral instruments ● Use some Italian terms when talking of pitch, tempo, duration and dynamics <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS and KS1</p> | |
| <p>Suggested Vocabulary: Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, relevant Italian terms.</p> | | |

| Year 4 Assessment | | | |
|------------------------------------|---|---|--|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch, sings with expression and control | Matches pitch most of the time/can follow pitch contour | Unable to control singing voice |
| Instrumental – Recorder | Confidently plays repertoire with finger control and articulation | Plays limited range or has trouble with finger dexterity/articulation | Unable to produce notes by covering holes/ uses incorrect breath pressure |
| Instrumental – Ukulele | Holds instrument correctly, can pluck patterns using correct strings | Has some difficulty controlling instrument, plucks the correct string most of the time | Unable to hold instrument correctly or identify correct string to play |
| Tambo Bamboo/ Ensemble | Moves and plays in time with confidence, control and awareness of beat/ensemble | Moves and plays in time when concentrating or when beat is prominent | Unaware/unable to keep steady beat without significant help |
| Creativity | Creates/improvises with musicality and confidence | Is able to create/improvise with some understanding | Unable to make decisions or improvise without significant help/ musically unaware when improvising |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat musical patterns. |

| Year 5 | | |
|---|--|---|
| Autumn | Spring | Summer |
| Ukulele Skill Development/Recorders | Melodic Composition – Recorders /Ukulele | African Drumming |
| <ul style="list-style-type: none"> ○ Uke skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 ○ Recorders - Recorder skills- minimum notes BAG CD ED | <ul style="list-style-type: none"> ○ Small group compositions using recorders/ukulele/voices/body per/class perc ○ Awareness of form and structure | <ul style="list-style-type: none"> ○ Layering rhythms ○ Improvising ○ Singing and playing simultaneously |
| By the end of Year 5 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> • Sing a range of songs more confidently from different cultures and in different languages • Sing a more demanding repertoire including songs with harmony parts • Sing with greater control and range of expression • Sight sing simple melodic patterns using at least four notes (eg DMSL) • Take the lead in vocal warm ups <p>Recorders</p> <ul style="list-style-type: none"> • Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED • Play more confidently and fluently • Articulate notes correctly attempting to incorporate staccato and legato • Use correct breath pressure • Play melodies from staff notation and by rote • Improvise patterns using notes learnt • Maintain part in an ensemble <p>Ukulele</p> <ul style="list-style-type: none"> • Hold the ukulele correctly • Pluck using rest strokes and free strokes more fluently and with greater dexterity • Copy and create patterns on open strings • Understand how pitches can be changed • Play simple melodies from staff notation • Strum rhythmic patterns (up and down) • Play chords at least three chords (e.g. C, C7 F, G7, Am, Dm)and change between them fluently to accompany a song • Work out how to play a chord from a diagram • Maintain a part in an ensemble | <p>African Drumming</p> <ul style="list-style-type: none"> • Accurately copy drumming rhythms using two sounds (bass and tone) • Maintain a part in a small group • Maintain a confident steady pulse in the context of syncopated and layered rhythms • Improvise rhythmic patterns in the context of a steady beat. • Recognise call and response structure and be aware of its place in African Music • Improvise call and response rhythms with a partner • Perform a range of African songs with rhythmic accompaniment • Sing a song while performing an action or independent rhythm simultaneously • Know the names of the instruments used <p>Composition</p> <ul style="list-style-type: none"> • Compose a pentatonic melody (DRMSL/LDRMS) to be performed on recorder or ukulele • Notate a melody in order that it can be performed by someone else • Create a group composition (small group) which includes melody, melodic ostinato accompaniment/drone and rhythmic accompaniment • Recognise and use compositional techniques of form and structure to extend/create a fully formed piece (introduction, ABA, AABB etc. coda) <p>Listening and Understanding</p> <ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Describe expressive qualities of a range of musical styles • Suggest and make improvements to their own work and comment using appropriate vocabulary • Suggest improvements related to the expression or performance of a piece | |

Suggested Vocabulary:

Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, relevant Italian terms, articulation, chord sequence, call and response, groove, syncopation, relevant Italian terms.

| Year 5 Assessment | | | |
|------------------------------------|---|---|--|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch, sings with expression and control | Matches pitch most of the time/can follow pitch contour | Unable to control singing voice |
| Instrumental - Recorder | Confidently plays repertoire with finger control and articulation | Plays limited range or has trouble with finger dexterity/articulation | Unable to produce notes by covering holes/ uses incorrect breath pressure |
| Instrumental - Ukulele | Holds instrument correctly, can change chord fluently, strum and pluck with control | Changes chord with hesitation, plucks/strums with less fluency | Struggles to play chords and control instrument |
| African Drumming /Ensemble | Moves and plays in time with confidence, control and awareness of beat/ensemble | Moves and plays in time when concentrating or when beat is prominent | Unaware/unable to keep steady beat without significant help |
| Creativity | Composes with musicality and confidence and refines/develops ideas | Composes with understanding and refines/develops with guidance | Unable to make decisions or improvise without significant help/ musically unaware when improvising |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat musical patterns. |

| Year 6 | | |
|--|--|--|
| Autumn | Spring | Summer |
| Beatbox+Rap / Ukulele and recorder skills recap | Samba/singing | Class performance project |
| <ul style="list-style-type: none"> ○ Recap instrumental skills on recorder and ukulele ○ Beatbox – skills, composing a groove, grid notation ○ Rap - group composition (based on class topic?) | <ul style="list-style-type: none"> ○ Layering more complex syncopated rhythms ○ Echo and call and response breaks ○ Signals ○ Brazilian song (may incorporate instruments, recorders, ukuleles, percussion) | <ul style="list-style-type: none"> ○ Bringing together everything! ○ Using recorders, ukuleles, drums/percussion and instruments played outside the classroom to create a whole class performance piece. |
| By the end of Year 6 most children should be able to: | | |
| <p>Vocal</p> <ul style="list-style-type: none"> ● Sing a range of songs more confidently from different cultures and in different languages and musical styles with appropriate feel and expression ● Sing a Brazilian song in Portuguese ● Sing a more demanding repertoire including songs with harmony parts ● Sing with greater control and range of expression <p>Instrumental Skills</p> <ul style="list-style-type: none"> ● Perform with confidence on the recorder and or ukulele ● Use notation to enable them to perform as part of a larger ensemble and to create their own melodies and musical patterns. ● Where children learn another instrument this should be incorporated as much as is practical <p>Beatboxing/Rap</p> <ul style="list-style-type: none"> ● Make basic beatbox sounds and use them in combination to perform at least 2 different groove patterns ● Perform a groove to accompany a song with confident sense of pulse ● Compose a groove and notate using grid notation ● Take part in a group composition including rap, singing, beatboxing, ukuleles and recorders ● Accurately maintain a part in the context of others and move in time to beat <p>Samba</p> <ul style="list-style-type: none"> ● Understand the structure of a Samba piece (i.e. call and response, groove, break, songs) ● Use correct playing technique for each instrument ● Perform most of the instrumental parts of the bateria with accuracy and in time to the beat ● Respond to signals – aural and visual ● Compose a break pattern ● Perform with energy and enthusiasm | <p>Performance Project</p> <ul style="list-style-type: none"> ● Take part in a large scale performance with confidence ● Hold an instrumental / vocal line accurately in a large scale performance ● Follow conventional signals (visual or aural) in a performance ● Improve their own work with help, through analysis, evaluation and comparison ● Suggest improvements related to the expression or performance of a piece ● Rehearse with others in a constructive way ● Understand a little of how musical styles have developed over time in terms of texture, structure and harmony <p>Listening and Understanding</p> <ul style="list-style-type: none"> ● Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two ● Follow a vocal score to learn a more complex song ● Talk about pitch, tempo, duration and dynamics using appropriate vocabulary ● Use some Italian terms when talking of pitch, tempo, duration and dynamics ● Describe expressive qualities of a range of musical styles ● Suggest and make improvements to their own work and comment using appropriate vocabulary ● Be aware of the history of rap and of typical structures ● Recognise samba instruments by name | |

Suggested Vocabulary:

Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, articulation, chord sequence, call and response, groove, syncopation, relevant Italian terms. parts of the drum kit relevant to beat boxing sounds, names of samba instruments, break, bateria, conduct, rehearse, relevant Italian terms.

| Year 6 Assessment | | | |
|---|---|---|--|
| Assessment: | Δ (3) | ^ (2) | / (1) |
| Vocal | Matches pitch, sings with expression and control | Matches pitch most of the time/can follow pitch contour | Unable to control singing voice |
| Instrumental – Performance Project | Confidently plays repertoire on chosen instrument with musicality and control | Plays chosen instrument with some control and understanding | Unable to control instrument beyond a very basic level |
| Beatboxing/Rap | Produces sounds/words in rhythm with confidence while externalising the beat | Produces basic sounds with less confidence/less consistent beat competence | Unable to produce sounds and/or keep a steady beat |
| Samba/Ensemble | Moves and plays in time with confidence, control and awareness of beat/ensemble | Moves and plays in time when concentrating or when beat is prominent | Unaware/unable to keep steady beat without significant help |
| Creativity | Creates/improvises with musicality and confidence and refines/develops ideas | Creates/improvises with some understanding and refines/develops with guidance | Unable to make decisions or improvise without significant help/ musically unaware when improvising |
| Listening and Understanding | Listens with attention and demonstrates understanding (musically or verbally) | Listens with attention most of the time/demonstrates some understanding (musically or verbally) | Is often distracted and unable to demonstrate understanding or repeat musical patterns. |