




Reception	Intent	Implementation	Impact
	<p>It is our intention to develop a high quality music curriculum that both engages and inspires pupils to foster a love of music and celebrate their talent as musicians. We aim to increase children's self confidence and creativity as well as broadening their critical engagement with a variety of genres of music. Through embedded assessment activities, we will identify early on children with natural musical ability. It is our intention that every child will have access to music tuition for 45 minutes every fortnight.</p>	<p>Music lessons are delivered by a music specialist with secure subject knowledge ensuring high quality teaching and learning opportunities are provided. Lessons are structured considering prior learning and offer opportunities for both practical, creative tasks alongside theoretical work to build depth to children's knowledge, skills and understanding. All children also participate in weekly whole school hymn practice sessions and take part in regular school performances. Key Stage 2 children are also given the opportunity to join the school choir.</p>	<p>Learners develop thorough understanding and practical skills gained through engaging in age appropriate content. They show an appreciation of a wide range of musical genres and are competent at playing a number of instruments following standard music notation. Where children are recognised as having a natural ability and talent, they, through encouragement and support, engage in opportunities outside of the classroom to develop and nurture this. Ample opportunities are given for children to showcase their skills through performance opportunities including assemblies, combined work with other schools and concerts.</p>
Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
<p>I can:</p> <ul style="list-style-type: none"> • identify sounds made by my body and from the environment around me. • identify animals by their sounds. • think abstractly about a piece of music and describe what it sounds like and why. • anticipates changes in music, e.g. when music is going to get faster, louder, slower. 	<p>I can:</p> <ul style="list-style-type: none"> • sing entire songs as part of a group and also by myself. • copy with my voice the pitch sang by another. • follow the melodic shape of known songs. • begin to understand the meaning of pitch and how it describes high/low notes. 	<p>I can:</p> <ul style="list-style-type: none"> • move in time to the pulse of the music. • copy and perform choreography to songs made by another. • create my own movements inspired by the music. 	<p>I can:</p> <ul style="list-style-type: none"> • identify some percussive instruments • make different sounds with instruments. • create music based on a theme. • identify changes in sounds (dynamics - quiet & loud). • find and record sounds using recording devices. • copy short rhythmic patterns made by another.



Early Years Outcomes

- MDM 40-60+ Thinks abstractly about music and expresses this physically or verbally.
- MDM 40-60+ Distinguishes and describes changes in music and compares pieces of music.
- MDM 40-60+ ☐ Associates genres of music with characters and stories. ☐
- MDM 40-60+ Accurately anticipates changes in music, e.g. when music is going to get faster, louder, slower.
- MDM 40-60+ Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.
- MDM 40-60+ Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs.
- MDM 40-60+ Sing entire songs.
- MDM 40-60+ May enjoy performing, solo and or in groups.
- MDM 40-60+ Internalises music, e.g. sings songs inside his or her head.
- MDM 40-60+ Moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.
- MDM 40-60+ Combines moving, singing and playing instruments, e.g. marching, tapping a drum whilst singing.
- MDM 40-60+ Moves in time to the pulse of the music being listened to and physically responds to changes in the music.
- MDM 40-60+ Replicates familiar choreographed dances.
- MDM 40-60+ Choreographs his or her own dances to familiar music, individually, in pairs/small groups.
- MDM 40-60+ Creates music based on a theme
- MDM 40-60+ Finds and records sounds using recording devices.
- MDM 40-60+ Plays instruments (including imaginary ones such as air guitar) to match the structure of the music
- MDM 40-60+ Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making
- MDM 40-60+ Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song
- MDM 40-60+ Creates rhythms using instruments and body percussion. ☐
- MDM 40-60+ May play along to the beat of the song they are singing or music being listened to. ☐
- MDM 40-60+ May play along with the rhythm in music, e.g. may play along with the lyrics.