

Jennett's Park Music Curriculum

Intent

‘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.’ Department of Education, National Curriculum

At Jennett's Park CofE we aim to deliver a curriculum which enables children to reach their full potential in music, providing them with a solid foundation in musical skills, knowledge and understanding. We understand how listening to and evaluating music deepens children's understanding and ensure that our children have opportunities to experience and appreciate music across a range of historical periods and genres. Through singing, learning how to play a variety of instruments and by having the opportunities to create their own music we aim to inspire a love of music as well as providing our children with the skills to become confident performers, composers and listeners. By participating in a range of musical experiences we want our pupils to forge their own musical journey, discovering areas of strengths as well as areas they might like to improve upon and develop further. We encourage our children to collaborate and support each other as they learn together by singing, playing and performing in ensemble contexts as well as solo, promoting our school values and learning behaviours. At Jennett's Park CofE we not only want our children to learn about music but become musicians.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Implementation

Through the teaching of music our children develop skills in Singing, Listening, Composing, Musicianship, and Performance. This document shows the whole school progression for each of these areas, with the intention of making the objectives for each year group consistent and in line with National Curriculum, Model Music Curriculum and the Statutory Framework for the Early Years Foundation Stage.

We deliver our music curriculum through ‘Sing Up Music’; a progressive music scheme of work, which is designed to ensure full coverage of the learning objectives in in the Progression Document. Sing Up Music delivers a fully integrated approach to musical development allowing our children to learn, understand and use the interrelated dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and notation while experiencing music from a range of musical traditions and genres. The long-term plan shows which Sing Up Units are taught by each year group in the Autumn, Spring and Summer terms.

Music Progression of Skills

Singing	
Nursery	<ul style="list-style-type: none"> • Joins in singing songs. • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. • Sings to self and makes up simple songs • Sing the shape of the tune e.g. by moving their voice up and down, down and up, with the song. • Combine singing with the movements of the song. • Match the pitch of the leader in the call and response.
Reception	<ul style="list-style-type: none"> • Begins to build a collection of songs. • Sing a range of well-known Nursey Rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. • Explore the range and capabilities of voices through vocal play. • Sing an action song with changes in speed. • Sing with a sense of pitch, following the shape of the melody with their voices. • Match the pitch of a 4-note (la-so-mi-do) call-and response song.
Year 1	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. • Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker). • Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.
Year 2	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
Year 3	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform <i>forte</i> and <i>piano</i>, loud and soft. • Perform actions confidently and in time to a range of action songs. • While singing, walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies.
Year 4	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Observe how singing in a smaller group makes a thinner texture than a large group. • Perform a range of songs in school assemblies.
Year 5	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus, observing the changes in texture. • Know what the song is about and the meaning of the lyrics. • Perform a range of songs in school assemblies and in school performance opportunities.

Year 6	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Know the style of the songs being sung so that the feeling and context can be represented to the audience. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
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Listening

Nursery	<ul style="list-style-type: none"> • Beginning to describe sounds and music imaginatively, e.g. scary music. • Experiments and creates movement in response to music, stories and ideas • Identify an instrument's sound and/or describe the sound of instruments. • Listen and respond to others in group music making. • Explain what music makes them think of, sound like, or feel like using words, movement, drawing.
Reception	<ul style="list-style-type: none"> • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs. • Listen to a piece of classical music and respond through dance. • Respond to music in a range of ways (e.g. movement, talking, writing). • Identify and describe contrasts in tempo and dynamics. • Develop listening skills, identifying dynamics across a range of different musical styles.



Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. (Standard across Key Stage 1)

Listen to recorded performances. (Standard across Key Stage 1)

Year 1	<ul style="list-style-type: none"> • Respond to musical characteristics through movement.
Year 2	<ul style="list-style-type: none"> • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.
Year 3	<ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music from different musical traditions.
Year 4	<ul style="list-style-type: none"> • Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). • Talk about the effect of particular instrument sounds (timbre).
Year 5	<ul style="list-style-type: none"> • Develop listening skills and an understanding of how different instrumental parts interact (texture).
Year 6	<ul style="list-style-type: none"> • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.







Composing

Nursery	<ul style="list-style-type: none"> • Begins to make believe by pretending using sounds, movements, words, objects. • Explores and learns how sounds and movements can be changed. • Uses movement and sounds to express experiences, expertise, ideas and feelings. • Create sounds and movements to accompany stories • Create actions and movements to accompany lyrics. • Create music based on a theme.
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Reception	<ul style="list-style-type: none"> • Chooses instruments/ sounds for their own imaginative purposes. • Create a simple accompaniment using percussion instruments. • Make up new lyrics and vocal sounds for different effects. • Create sound stories using percussion instruments to represent different characters, objects and movements. • Develop a song by composing new words and adding movements. • Improvise music with different instruments, following a conductor. 	
Year 1	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example: <div data-bbox="311 568 633 616">  </div>	
Year 2	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation, stick notation and note names as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. 	
	Improvise	Compose
Year 3	<ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. 	<ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values.
Year 4	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations and continue this process in the composition tasks. 	<ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. <div data-bbox="1341 1142 1525 1197">  </div> <ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Year 5	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks. 	<ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
Year 6	<p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. 	<ul style="list-style-type: none"> • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Musicianship			
	Beat/Pulse	Rhythm	Pitch
Nursery	<ul style="list-style-type: none"> • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. • Play their instrument in time to the pulse of the music. 	<ul style="list-style-type: none"> • Creates rhythmic sounds and movements. • Taps out simple repeated rhythms. • Create rhythms using instruments and body percussion. • Clap the rhythm of the words they are speaking. 	
Reception	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - ELG • Develop a sense of beat by performing actions to music. • Play a steady beat on percussion instruments. 	<ul style="list-style-type: none"> • Copy back rhythms and short rhythmic phrases bases on words with 1 or 2 syllables. Eg names, favourite foods, colours, animals. 	<ul style="list-style-type: none"> • Begin to use musical terms (higher/lower). • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Use appropriate hand actions to mark a changing pitch
Year 1	<ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns 	<ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. 	<ul style="list-style-type: none"> • Continue to distinguish between high and low sounds. • Listen and sing back vocal warm ups and melodies with a high and low pitch. • Sing familiar songs in both low and high voices and talk about the difference in sound.

	<p>on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <ul style="list-style-type: none"> Respond to the pulse in recorded/live music through movement and dance. 	<ul style="list-style-type: none"> Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Ca-ter- pil-lar crawl</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Fish and chips</p> </div> </div>	<ul style="list-style-type: none"> Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk; quiet sounds created on a rainstick/shakers to depict a shower; regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. <div style="text-align: center;">  </div>
Year 2	<ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). 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 or song Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to. 	<ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. 	<ul style="list-style-type: none"> Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

Performing	
Nursery	<ul style="list-style-type: none"> Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow. Creates sounds by rubbing, shaking, tapping, striking or blowing. Develops an understanding of how to create and use sounds intentionally. Experiment with different ways of playing instruments e.g. exploring volume (dynamics) and speed (tempo)
Reception	<ul style="list-style-type: none"> Uses combinations of art forms, e.g. moving and singing. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Begin to use musical terms louder/quieter, faster/slower. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Play a call-and-response phrase on percussion. Play different instruments with control to play loud/quiet (dynamics), fast/slow (tempo)
Year 1	Taught through Musicianship
Year 2	Taught through Musicianship

	Instrumental Performance	Reading Notation
Year 3	<ul style="list-style-type: none"> Develop facility in playing tuned percussion and a melodic instrument such as recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):  <ul style="list-style-type: none"> Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 	<ul style="list-style-type: none"> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.
Year 4	<ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Berkshire Maestros - whole-class instrumental teaching programme. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	<ul style="list-style-type: none"> Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
Year 5	<ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Year 6	<ul style="list-style-type: none"> 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 (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and, moderately quiet (<i>mp</i>). Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Let's Be friends	Travel and Movement	This is Me	Animal Tea Party	I've Got Feelings	Let's Jam
Reception	'I've got a grumpy face' The Sorcerer's Apprentice	Witch, witch Row, row, row your boat. Nativity Songs	Bird spotting: Cuckoo polka Shake my sillies out	Up and down Five fine bumble bees	Down there under the sea It's oh so quiet	Slap clap clap Bow, bow, bow
Year 1	Menu Song	Colonel Hathi's march Magical musical aquarium	Football	'Dawn' from Sea interludes Musical conversations	Dancing and drawing to Nautilus Cat and mouse	Come dance with me
Year 2	Tony Chestnut	Carnival of the animals Composing music inspired by birdsong	Grandma rap	Orawa Trains	Swing-a-long with Shostakovich Charlie Chaplin	Tanczemy labada
Year 3	I've been to Harlem	Nao chariya de/Mingulay boat song Sound symmetry	Latin dance (Classroom percussion)	'March' from The nutcracker From a railway carriage	Just three notes Ocarinas	Fly with the stars (Classroom percussion) Ocarinas
Year 4	Ukulele – Berkshire Maestros x10 lessons The doot doot song – lesson 3 (progression snapshot) Spain (if time)		'Theme' from The Pink Panther Week 3 of 'This Little Light of Mine' – I wanna sing scat.	The doot doot song (Not Week 3) Fanfare for the common man	Global pentatonics The horse in motion	Favourite song (Classroom percussion)
Year 5	What shall we do with the drunken sailor?	Why we sing Introduction to songwriting	Culture Mix - Steel Pans Madina tun nabi - Lesson 3 (progression snapshot) Building a groove (if time)		Balinese gamelan Composing in ternary form	Kisne banaaya Summer Performance
Year 6	Hey, Mr Miller	Shadows Composing for protest!	Keyboards – Berkshire Maestros x10 lessons		Culture Mix - Steel Pans Summer Performance	



How to Implement the progression document and long term plan

As regular practice is an important factor in the success of musical learning, we aim for a 'little and often' approach, and teach music through weekly lessons. Lessons are organised into 3 or 6 week units and are based around a song. The musical learning flows from the features of this song and takes on an integrated approach, combining singing, playing, listening, improvising and composing. This approach ensures the children get a rich learning experience covering all aspects of music. Units of learning are sequenced so that previous skills and knowledge are returned to and built upon, providing children with the opportunities to review, remember, deepen and apply their understanding. To use alongside our progression document and long term plan, Sing Up offers a clear progression of skills and knowledge to accompany each unit, which sets out how the children progress throughout the year. Each unit also provides lesson plans, knowledge organisers and assessment guidance which supports the teaching of vocabulary, genre, style, instrumental parts for improvisation and composition, listening and appraising, and the interrelated musical dimensions. At times we may allocate our teaching time into shorter sessions across the week, especially if there is a specific skill we want to introduce or develop, or if we are rehearsing for a performance.

In addition to the scheme, children are given the opportunity to learn to play tuned instruments through separate lessons. In Key Stage 2 children receive high-quality sessions learning tuned instruments from our music hub. Children are also given lots of opportunity to use their musical knowledge and skills in singing assemblies, concerts and performances throughout the year.

Impact

We encourage our pupils to enjoy and value Music and to gain an increased understanding of how it can enrich their own and others' lives – either as a listener, creator or performer. Through our curriculum and musical experiences children are enthused and engaged in the wide variety of music activities. They have opportunities to sing, listen and respond to a variety of different styles and genres of music and are taught the musical vocabulary needed to describe and appraise the music that they are listening to. Through singing and playing a range of percussion and tuned instruments, our children develop an understanding of pulse, rhythm, pitch and notation as well as given the opportunities to explore and create their own compositions and evaluate the effectiveness of their ideas. They show understanding and use musical vocabulary within their lessons, demonstrating a progression of the knowledge and skills which are being continuously built on and embedded. Through music, children develop their confidence, creativity and commitment as well as skills of collaboration and communication. They are learning to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Opportunities to perform outside of school, within our local environment ensure our children understand its significance and place within the wider world and that these excite and inspire children's thirst for knowledge and participation in this subject. The way pupils' showcase, share and celebrate their work through their own performance will best show the impact of our curriculum. Digital evidence of these, Termly Progression Snapshots and children's own recordings and comments is collected to show evidence of understanding and progression.



Jennett's Park - Empowering our children to flourish and achieve under God's love





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