

'Roots to Grow and Wings to Fly'



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Curriculum Progression Document

Music



St Bartholomew's Music Curriculum

Intent and Vision

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging in our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Implementation- reasoning behind our Music curriculum

In response to the DfE Model Music Curriculum (2021), St Bartholomew's invested in Charanga Music, an online scheme of teaching recommended by Somerset Music.

This scheme is designed to cover all areas of the Model Music curriculum and will enable underconfident staff to teach lessons, whereas previously a music specialist taught music across classes.

Charanga Music is taught in EYFS, Year 1, Year 2 and Year 5.

In Year 3 and 4, the majority of the objectives of the Model Music Curriculum are taught through instrumental lessons provided by Somerset Music.

Remaining objectives are met through teaching in Singing Worship. These are identified on the KS2 Curriculum Overview below.

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Music Knowledge and Skills Progression

	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
Pitch	<p>I can describe the pitch as high / low.</p> <p>I can hear the difference between a high or low note on different instruments.</p>	<p>I can use simple actions to demonstrate changes in pitch.</p> <p>I can sing simple songs with increasing accuracy of pitch.</p>	<p>I can pitch high and low notes moving in steps or leaps.</p> <p>I can notice changes in pitch recognising high, middle and low sounds and using actions to demonstrate pitch.</p>	<p>I can begin to understand that notes can move by step to form a scale.</p> <p>I understand that the pitch of the instrument is often determined by the size of an instrument.</p>	<p>I can trace the pitch of the melody with hand and body movement.</p> <p>I can confidently sing in unison and two parts with secure intonation.</p>	<p>I can understand that pitch can be shaped to form a melody.</p> <p>I can compare the shape of two different melodies.</p> <p>I can identify where music moves by step / leaps.</p>	<p>I can internalise and correctly pitch intervals with accurate intonation using a scale.</p> <p>I can maintain accurate pitch whilst singing in more complex unison and two and three part songs.</p>
Rhythm & Pulse	<p>I can explain what the pulse/beat is.</p> <p>I can use actions / marching to help me feel the pulse.</p> <p>I can echo a rhythm.</p>	<p>I can internalise/feel a pulse in a song.</p> <p>I can perform a song with actions whilst keeping a regular pulse.</p>	<p>I can perform a rhythm as part of a group and keep my part going.</p> <p>I can copy and play simple rhythms in time with other people.</p> <p>I can understand that rhythm can</p>	<p>I can keep the pulse whilst singing a song</p> <p>I can demonstrate an understanding of the difference between pulse/beat and rhythm.</p>	<p>I can develop my understanding of weak and strong beats.</p> <p>I can demonstrate that I understand where the ‘strong’ beat</p>	<p>I can hear and clap a complex rhythmic ostinato.</p> <p>I can write lyrics to match/mirror a rhythm.</p> <p>I can</p>	<p>I can internalise the pulse by speaking in time to the beat.</p> <p>I can echo, recognise and memorise four beat rhythm patterns.</p>

		I can listen for the ‘strong’ beat.	be written down/notated. I can hear the rhythm patterns of a word and be able to reproduce them using body percussion or instruments.	I can understand that the pulse is a regular beat that I can feel but not always hear. I can spot the difference between rhythms.	is in the bar. I can notate my compositions using crotchets and crotchet rests. I can read and tap notated rhythms To identify a repeated rhythmic patterns. I can read musical notation including crotchet, quaver, semi-quaver.	compose and perform a rhythmic ostinato. I can perform my rhythmic ostinato. I can maintain and internalise a steady pulse, in a variety of tempi.	I can read musical notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms, triplets.
Dynamics	I can identify and recognise the difference between soft and loud in music.	I can control my voice to sing and chant at a variety of dynamics.	I can recognise and perform using these dynamic markings pp, p, f.	I can recognise and use contrasting dynamics in a performance.	I can perform a song at a range of different dynamic levels and identify symbols that show different	I can identify and use dynamic variation whilst performing a song.	I can establish a good performance through use of a variety of dynamics to create balance.

	I can choose suitable instruments to make loud/soft sounds.		I can explore different effects of using loud/soft voices.	I can recognise and perform using these dynamic markings pp, p, f, crescendo, diminuendo.	dynamic markings. I can use my hands to lead a performance and direct what dynamic should be used.	I can recognise and perform using these dynamic markings pp, p, mp, mf, f, ff, crescendo, diminuendo.	I can use dynamics to create an effect.
Tempo	I can identify slow/fast tempo and use appropriate vocabulary.	I can explain how music played at different tempi makes me feel.	I can respond to tempo changes through movement to use, fast/slow with actions to a song. I can sing a song at different speeds.	I can develop an awareness of how tempo can suggest the mood of a piece of music. I can understand the terms lento, andante, allegro and use these terms to describe music I listen to.	I can understand the terms accelerando. I can perform music in different tempi and understand how a conductor can alter the speed of a piece.	I can recognise Italian terms that link to tempo and use these directions to perform at different speeds. I understand how change in tempo can alter feel of a performance and can suggest tempi markings and explain my reasoning.	I can perform at a range of tempi and understand how a conductor can alter tempi.
Timbre	I can compare sounds.	I can identify the origin and timbre of a specific sound.	I can explore vocal timbre and understand that instruments can	I can understand that timbre means the quality of	I can understand that different combinations of instruments	I can identify how one instrument can be used in a variety of ways	I can match instrumental timbres to colours.

	I can choose sounds/timbres to represent ideas.		produce different timbres.	<p>colour of a musical sound.</p> <p>I can use body percussion to explore timbre and</p> <p>I can produce different timbres with an everyday object.</p> <p>I can explore all the different timbres that one instrument can create.</p>	<p>create different timbres</p> <p>I can listen to music and understand how a composer uses timbre to create a specific effect.</p> <p>I can understand that staccato means detached.</p>	to create different timbres	I can describe how a composer has selected timbre to reflect different emotions, moods or images in music.
Texture		I can create a ‘sound sandwich’ using body percussion and instruments in several layers.	I can layer vocal parts in partner songs.	<p>I can build up layers of vocal sound.</p> <p>I can build a series of rhythmic layers, exploring changing textures.</p>	<p>I can use spoken ostinato phrases to build different textures, experimenting with different layers.</p> <p>I can understand the term unison.</p>	<p>I can sing in canon and identify where parts enter.</p> <p>I can build up a complex rhythmic ostinato rhythm, holding a line as a four part ensemble.</p>	I can explain how composers select different groups of instruments or voices for effect and how as the texture of the music alters your experience it as a listener also changes.

Structure	I can identify the strong beat.	I can follow a musical structure. I can recognise the structure of a call and response song.	I can recognise the structure verse chorus verse chorus in a song. I can recognise a round.	I can recognise the structure of a call and response song and compose a further example.	I can identify the structure of a song using ABC to denote sections. I can identify the structure of a call and response song in Binary form (AABB). I can work with a group to compose rhythms and structure these to form a piece of music.	I can sing in canon and identify where parts enter. I can identify the structure of a round.	I can structure a composition in ternary form and in other given structures I can compare examples of recognised musical structures for example the concerto and the symphony.
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KS1 MUSIC Curriculum Overview**Year A/C**

Autumn 1		LINKS TO ST BARTS SCHOOL LIFE
Unit	Hands, Feet, Heart	
Style	South African styles	
Topic and Cross-Curricular Links	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	
Autumn 2		
Unit	Ho Ho Ho	
Style	Christmas, Big Band, Mowtown, Elvis, Freedom Songs	
Topic and Cross-Curricular Links	Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	
Spring 1		
Unit	I Wanna Play in a Band	
Style	Rock	
Topic and Cross-Curricular Links	Teamwork, working together. The Beatles. Historical context of musical styles.	

Spring 2		
Unit	Zootime	
Style	Reggae	
Topic and Cross-Curricular Links	Animals, poetry and the historical context of musical styles.	
Summer 1		
Unit	Friendship Song	
Style	Coming soon	
Topic and Cross-Curricular Links	Coming soon	
Summer 2		
Unit	Reflect, Rewind and Replay	
Style	Western Classical Music and your choice from Year 2	
Topic and Cross-Curricular Links	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	

Year B/D

Autumn 1		LINKS TO ST BARTS SCHOOL LIFE
Unit	Hey You!	
Style	Old-School Hip Hop	
Topic and Cross-Curricular Links	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	
Autumn 2		
Unit	Rhythm In The Way We Walk and Banana Rap	
Style	Reggae, Hip Hop	
Topic and Cross Curricular Links	Action songs that link to the foundations of music	
Spring 1		
Unit	In the Groove	
Style	Blues, Latin, Folk, Funk, Baroque, Bhangra	
Topic and Cross-Curricular Links	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	

Spring 2		
Unit	Round and Round	
Style	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	
Topic and Cross-Curricular Links	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles	
Summer 1		
Unit	Your Imagination	
Style	Pop	
Topic and Cross-Curricular Links	Coming Soon	
Summer 2		
Unit	Reflect, Rewind and Replay	
Style	Western Classical Music and your choice from Year 1	
Topic and Cross-Curricular Links	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	

KS1 MUSIC Vocabulary

Year 1	
Singing	Simple songs, chants and rhymes, pitch, pentatonic songs, call and response songs.
Listening	The teaching of music is enriched by developing shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
Composing	Improvise simple chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Understand the difference between rhythm and pitch patterns and perform to others. Use music technology to capture change and combine sounds. Recognise how graphic notation represents sounds. Explore and invent own symbols.
Musicianship	Musicianship – Pulse/beat, tempo, body percussion, percussion instruments, tuned instruments. Respond to pulse through movement.
Rhythm	Word patterns, copycat patterns, short repeating rhythms (ostinati) word pattern chants.
Pitch	Pitch – Comparing high and low sounds Ascending and Descending xylophone

Year 2	
Singing	pitch, dynamics, tempo, crescendo, decrescendo, pause.
Listening	enriched by sharing and understanding, stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
Composing	Create music in response to a non-musical stimulus. Improvising, question and answer phrases to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation. Use music technology, to capture, change and combine sounds.
Musicianship	Pulse/beat, beat groupings, rhythm (crotchets, quavers and crotchet rests)
Pitch	Cuckoo interval, melodic phrases, tuned percussion, comparing high and low sounds

KS2 MUSIC Curriculum Overview

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

KS2 Musical Notation Knowledge

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (allegro), slow (adagio)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (crescendo), Getting softer (decrescendo)		✓	✓

KS2 Music Vocabulary

EYFS / YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

Progression in MUSIC

KS1

		Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium notevalues	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
B/D	Autumn 1	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
B/D	Autumn 2	Singing and performing only							Singing and performing only			Singing and performing only		
B/D	Spring 1	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
B/D	Spring 2	C	Singing and performing only						Singing and performing only			Singing and performing only		
B/D	Summer 1	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchet, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
B/D	Summer 2	Revision							Revision			Revision		
A/C	Autumn 1	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
A/C	Autumn 2	Singing and performing only							Singing and performing only			Singing and performing only		
A/C	Spring 1	Multiple songs	E,D	E,D	E,D	Minims	Crotchets	Minims and Crotchets and rests	E	E,D	E,D	E,D	E,D	E,D
A/C	Spring 2	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
A/C	Summer 1	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
A/C	Summer 2	Revision							Revision			Revision		

LKS2

Units of Work		Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
B/D	Autumn 1	G	G	B,C	G,A,B, C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
B/D	Autumn 2	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
B/D	Spring 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Semibreves and rests	Crotchets, Minims and rests	Crotchet, Minims, Semibreves and rests	C,D,E	C,D,E	C,D,E	C,D,E,F	C,D,E,F	C,D,E,F
B/D	Spring 2	G	G,D	G,D	D,E,G, A,B,D	Minims and rests	Crotchets and Minims and rests	Crotchet, Minims, Quavers and rests	Not applicable			Not applicable		
B/D	Summer 1	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
B/D	Summer 2	Revision							Revision			Revision		
A/C	Autumn 1	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
A/C	Autumn 2	Singing and performing only							Singing and performing only			Singing and performing only		
A/C	Spring 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, Minims and rests	Crotchets, Minims, Semibreves and rests	Crotchets, Minims, Semibreves, Quavers and rests	C,D,E	C,D,E,F	C,D,E,F	C,D,E	C,D,E,F	C,D,E,F
A/C	Spring 2	A Major	C	C,A	F,G,A , B ,C, D ,E	Quavers, Crotchets and rests	Quavers and Crotchets and rests	Crotchets, Quavers, Minims and rests	Not applicable			Not applicable		
A/C	Summer 1	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets, and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
A/C	Summer 2	Revision							Revision			Revision		

UKS2

	Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
A/C	F	F,G,A,B	F,G,A,B	D,E,F,G,A, B , C	Minims	Crotchets and Minims	Quaves, Crotchets, Minims, and Semibreves	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
A/C	Singing and performing only							Singing and performing only			Singing and performing only		
A/C	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
A/C	Singing and performing only							Singing and performing only			Singing and performing only		
A/C	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
A/C	Revision							Revision			Revision		
B/D	G	G,A,B	D,E,F ,G	D,E,F ,G, A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F	G,A,B,D,E or D,E,F ,G,A
B/D	G	G,F	F,A,F	N/a	Minims and rests	Crotchets, Minims and rests	Not applicab	Not applicable			Not applicable		
B/D	C Major	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F, G,A,B,C	Not applicable		
	C Blues	C,B ,G	C,B ,G,F	C,B ,G,F,C	Not applicable			C,B ,G	C,B ,G,F	C,B ,G,F,C	Not applicable		
B/D	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
B/D	C	C,D	G,A,B,C'	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
B/D	Revision							Revision			Revision		

What will MUSIC look like in the classroom?

Pupils need sufficient, quiet space to be able to make and learn about music. Teachers are expected to reorganise classroom furniture when necessary. The hall provides a larger, more resonant space. When appropriate, teachers should use the posters designed to explain and illustrate musical elements. These may be displayed in the hall or in classrooms. Music is a routine part of the daily life of the school and is played in all classes at the beginning of the day and after lunch.

Assessment

The progress of pupils is assessed using the Whale Hill success criteria for each year group. Assessment opportunities are identified in the skills covered within the curriculum. At the end of each unit teachers should record on foundation subject assessment grids to show the level a child is working at. At the end of each academic year, foundation grids are compiled in each year group, that show which pupils are performing at the expected standard, those who are below are working towards the expected standard and those above are working at greater depth within the expected standard.

SEN

At St Bartholomew's, we believe that all children have the right to access Music. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the Music curriculum for some pupils. We teach Music to all children, whatever their ability as it forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of Music we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs; e.g. by providing adult support in lessons.

Monitoring and review

The subject leader monitors and evaluates the implementation of the scheme of work, and will report to the Governors. A small sample of boys and girls who are low and high attainers in music are observed annually. This is used to gauge the effectiveness of the music curriculum and to ensure that pupils make satisfactory progress.