











Sawley Music Curriculum Overview			Curriculum Intent – Statement of aims	Curriculum Implementation – Tools, Techniques, Opportunities	Curriculum Impact - I-can /Assessment	Links to prior and future learning (EYFS/National Curriculum)		
Category	Key Aspect	Icon	We want our children to...	So, we do this:	So that our children:	EYFS	KS1	KS2
Perform 	Sing – chant and rhyme		Be comfortable to explore with their voice and develop confidence singing individually or in a group, with accuracy, and clear articulation.	Singing in rounds, warm up songs, daily assembly songs, singing assemblies, topic links to nursery rhymes and song, performing through concerts. Vocalizations, exploring pitch and tempo.	Can use voices to join in with singing and chanting rhymes	EAD-M4: Sing a range of well-known nursery rhymes and songs	AT1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	Play - tuned and un-tuned instruments		Be confident and comfortable to pick up tuned and untuned instruments or improvise to create music.	Provide opportunity to use instruments in music sessions, performances and play. <u>Untuned</u> : Tambourine, drum, triangle, cymbals, Indian bells, maracas, castanets, claves, egg shakers, <u>Tuned</u> : glockenspiels (and voice)	Can play a tuned or untuned instruments	EAD-M4: Perform songs, rhymes, poems and stories with others, and try to move in time with music	T2: Play tuned and untuned instruments musically	
	Music AT3							
Appraise 	Music appreciation		Experience different genres of music through live and recorded performances.	Support children to listen to music from different historical periods and genres e.g., jazz, country, classical, rock, rap, pop, blues reggae, folk – as part of music sessions, assemblies and linked to curriculum themes	Can describe or talk about different styles of music	LAU-SS3: Listen attentively, move to and talk about music, expressing their feelings and responses.	AT3: listen with concentration and understanding to a range of high-quality live and recorded music	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.
	Pulse and rhythm		Be able to articulate their understanding or response to music and identify the pulse and rhythm in different styles of music.	Develop appreciation of key elements of music- listening, identifying, responding and copying the beat and rhythm of new and familiar songs, music and sound patterns in the environment	Can identify pulse (Beat) rhythm (pattern of sound)	EAD-M3: sing the melodic shape of familiar songs		
	Music AT4							
Explore 	Experiment		Be able to explore music creatively, recognising and using the inter-related dimensions of music and creating their own compositions, inspiring musicians of the future. Be able to follow and record ideas about musical performances and begin to introduce the idea of notation, in preparation for their next steps in learning	Enable children to discriminate and experiment with key aspects of music, building on recognition of pulse and rhythm and introducing the interrelated dimensions of music and sound- <u>Structure</u> : Duration (short and long) Tempo (speed) Texture: (layers) <u>Qualities</u> : Pitch: (high and low) Dynamics: (volume) Timbre: (quality of sound).	Can experiment, select and combine sounds creatively	EAD-SS3: Sing in a group or on their own, increasingly matching the pitch and following the melody	AT4: experiment with, create, select and combine sounds using the inter-related dimensions of music	improvise and compose music for a range of purposes using the inter-related dimensions of music
	Inter-related dimensions of music				Can use different dimensions of music	EAD-SS2: Listen with increased attention to sounds - copying loud, quiet, quick, slow		
	Musical notation			Introduce the use of symbols, pictures and simple notations to guide and share exploration and composition – bridging the gap between appraisal, exploration and performance	Can use symbols and visual notations to help explore, perform or share ideas	EAD-SS2: Play instruments with increasing control to express their feelings and ideas.		