



Subject Leader

Mr Jason Alexander

INTENT

Aims of the National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced, and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations

At Willows Primary School we aim to provide a variety of musical experiences through our curriculum which develops learning, improves knowledge and promotes pupil well-being through building up the confidence of all children. We believe that music can impact the way that children feel, think and act; we want music to encourage the body and mind to work together, develop motor skills and allow self-expression.

Music is entwined into our daily lives, be it through specific music lessons, listening to famous composers and musicians during whole school assemblies, to instrumental tuitions. Here at Willows Primary, we want to ensure that music is a joyful, engaging, and inclusive experience that enables every child to develop their musical potential and develop an appreciation of the value of music that is deeply personal to them. We want children to have a curiosity for the subject and respect for the role that music may play in any person's life. We want our children to see themselves reflected in the musicians and composers we listen to and to encounter inspirational and aspirational musical role models that reflect the world; past, present, and future, in all its diversity.



IMPLEMENTATION

To support the implementation of the National Curriculum, we have adopted a scheme of work called Kapow. This scheme of work promotes an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation) thread through the units of work to encourage the development of musical skills as learning progresses through listening and appraising, participation in activities such as creating, exploring, composing and improvising and, of course, performing. To supplement our use of Kapow, some year groups will also undertake whole-class music tuition from Trafford’s Music Service and individuals will have the opportunity to receive additional small group or one to one lessons from specialist teachers with Trafford Music Service. Children also have the opportunity to engage in regular singing practice during assemblies and during Music lessons. In addition, all pupils in Key Stage 1 and Key Stage 2 participate in yearly musical performances and concerts.

What is taught when?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half Term 1	Pulse and rhythm	African call and response song	Ballads	Body and tuned percussion	Composing notation	Dynamics, pitch and
Half Term 2	Tempo	Orchestral instruments	Creating compositions in response to an animation	Rock and Roll	Blues	Songs of World War 2
Half Term 3	Musical Vocabulary	Musical me	Developing singing technique	Changes in pitch, tempo and dynamics	South and West Africa	Film music
Half Term 4	Timbre and rhythmic patterns	Dynamics, timbre, tempo and motifs	Pentatonic melodies and composition	Haiku, music and performance	Composition to represent the festival of colour	Theme and variations



Half Term 5	Pitch and Tempo	On this island: British songs and sounds	Jazz	Samba and carnival sounds and instruments	Looping and remixing	Baroque
Half Term 6	Vocal and body sounds	Myths and legends	Traditional instruments and improvisation	Adapting and transposing motifs	Musical theatre	Composing and performing a Leaver's song

Knowledge and Skills Prior to KS1 - MUSIC in EYFS

Three and Four-Year-Olds

Communication and Language • Sing a large repertoire of songs.

Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks.

Expressive Arts and Design • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Reception

Communication and Language • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.

Physical Development • Combine different movements with ease and fluency.

Expressive Arts and Design • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

ELG

Expressive Arts and Design / Being Imaginative and Expressive • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Skills and Knowledge Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening					
<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p>	<p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can</p>



<p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>		<p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>music) to discuss and evaluate their own and others' work.</p>	<p>complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
Composing					
<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of</p>



<p>and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>	<p>musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
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Performing

<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking</p>
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<p>percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>symbols using musical terminology.</p>	<p>developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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History of Music

		<p>Understanding that music from different times has different features.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p>
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The inter-related Dimensions of Music (Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Notation)

Pitch

<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than</p>	<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p>	<p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright,</p>	<p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note</p>
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<p>one pitch of notes.</p>	<p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>itches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
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Duration

<p>To know that rhythm means a pattern of long and short notes.</p>	<p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.</p>
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Dynamics



<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>
<h3>Tempo</h3>					
<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that the pulse of music can change.</p> <p>To know that my voice, body and instruments can show fast and slow beats.</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that the pulse of music can change.</p> <p>To know that my voice, body and instruments can show fast and slow beats.</p>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
<h3>Timbre</h3>					
<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>	<p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>



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Texture					
To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
Structure					
To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that a chord progression is a sequence of chords that repeats throughout a song.



		different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
Notation					
To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it. I know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.



Key Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables, Beat, fast, singing voice, slow, speaking voice, warm up, celeste, chorus, dynamics, graphic score, heartbeat, high, layers, low, pitch, structure, texture, timbre, thick, thin, tune, verse, bassoon, clarinet, flute, French horn, oboe, orchestra, plot, repeated phrases, rhythmic pattern, sound, strings, timpani, voice, accelerando, features, gradually, note, performance, rellentando, theme tune, conductor, inspire, mood, vocal sounds, volume, woodwind.	Backing track, call and response, rhythmic notation, sequence, vary, emotion, musicians, orchestral, sections, sound effect, trombone, tuba, woodwind, composer, imitate, letter, notation, accuracy, arrange, atmosphere, compare, contrast, effect, improvise, inspiration, interpretation, motif, notate, sequence, soundscape, symbols, visual interpretation, duration, folk song, inter-related dimensions of music, layered effect, lyrics, voice percussion. Bow, cello, harpsichord, instrumental, notation, pluck, stave notation, violin, viola.	Ballad, ensemble, expressions, features, feelings, nonsense words, phrases, poem, stanza, story mountain, summarise.melodic pattern, repeated pattern, co-ordinated, crotchet, key change, major key, minim, minor key, tension, crescendo, control, fluency, folk music, grid notation, harmony, layered melodies, musical terminology, octaves, pentatonic melody, pentatonic scale, phrases, scale, traditional jazz, jazz, off-beat, ragtime, scat, singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, Bollywood, drone, harmonium, Indian flute, rag, sarangi, sitar, tabla, tala.	Contrasting rhythms, loop, organisation, bass line, flat notes, hand jive, originate, rock and roll, sharp notes, walking bass line, a capella, breath control, cue, dictation, harmony line, ostinato, in the round, vocal ostinato, col legno, forte, glissando, haiku, piano, pizzicato, sliding pitch, staccato, agogo, bateria, caixa, carnival, chocalho, cowbell, ganza, metronome, repique, rhythmic break, samba, samba breaks, surdo, syncopated rhythms, tamborim, crotchet, dotted minim, key signature, minim, quavers, semibreve, transpose, vocal warm-ups.	Balance, pitch notation, sheet music, staff notation, stave, 12-bar blues, ascending scale, bar, blues scale, chord, descending scale, break,dictation, djembe, eight-beat break, master drummer, polyrhythms, pronunciation, synesthesia, visual representation, fragment,action song, backdrop, book musical, character song, choreographer, comic opera, costumes, designer, dialogue, director, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, props, rock musical, scene, transitions.	Characterise, complement, counter-melody, era, morale, notate, phrasing, score, Solfa, Solfa ladder, characteristics, chromatics, clashing, conversation, evoke, imagery, interpret, interval, major, melodic, military, minor, modulate, polished, timpani, tremolo, urgency, 3/4 time, 4/4 time, accidentals, legato, semi-quaver, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, Baroque, bass clef, bass instrument, canon, counter-subject, fugue, ground bass, polyphonic, recitative, sharp note, subject, diminuendo, largo, poetic structure, ritardando.



IMPACT

The impact of the Music curriculum at The Willows Primary can be seen through:

- Our children are engaged and excited by our music curriculum. The skills that they are taught equip them with a range of skills to enable them to appreciate music throughout their lives
- Our children have become confident performers, composers and listeners, who are able to express themselves musically at school and beyond
- Our children show an appreciation and respect for a range of music from a variety of genres across a variety of generations
- Our children demonstrate and express their enthusiasm for music
- Our children progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum