

Intent, Implementation, Impact Policy and Curriculum & Progression Framework

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Many musicians... one harmony

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The Music Curriculum: Intent, Implementation and Impact Statement

The Oldham Music Service is a major delivery partner in the GM Music Hub, the largest and most innovative Music Hub in the UK. One of our key roles, as tasked by Arts Council England (ACE) and OFSTED, is to support all schools in developing an exciting, challenging and effective music curriculum for all children and also a range of high quality extended musical opportunities through which children can make significant progress.

This “Intent, Implementation and Impact” statement outlines our core aims and can be used by schools which subscribe to our Curriculum and WCIT programmes should they wish to supplement their own documentation.

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Intent

Introducing children to the joy of music is at the heart of what we do. Pupils from all backgrounds will have access to sustained musical opportunities through regular classroom work and music-making for all, complemented by additional tuition, partnerships and extra-curricular activities. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel. Additionally, we offer bespoke music-based intervention programmes for children with SEND.

Children will gain a firm understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to ensuring that children understand the value and importance of music to their own and others' lives and wellbeing and also the impact music has in the wider community.

We provide children with the opportunity to progress to the next level of their creative excellence through both school and Music Centre activities.

Implementation

Our “Curriculum & Progression Framework” is carefully planned to ensure that musical learning is sequenced, enabling children to develop and build upon their musical skills and knowledge from EYFS through to Year 6. Children sing, listen to, compose, perform and evaluate music from

a wide range of musical genres, historical periods, styles, genres and traditions. Oldham Music Service teachers plan and deliver bespoke, individualised music lessons to children

Singing is firmly embedded within our curriculum as the voice is everyone's first instrument and one that everyone can play. It's the most straightforward way to learn and internalise music and to develop musicianship skills. Through unaccompanied singing, a child can begin to acquire skills essential to all musicians: musical memory, inner hearing, true intonation and harmonic awareness.

Sound is the focus of our music curriculum - developing children's aural skills through constantly modelling and introducing notation only after children have developed the ability to hear and repeat the sounds.

In some schools, we teach class Music from EYFS through to Year 6 and in others we teach each class on a carousel system throughout the year. In all cases, lessons are carefully planned so that through singing, using tuned and un-tuned percussion instruments and body percussion children deepen their knowledge and understanding of and skills within music.

We encourage and, in some schools, deliver whole-school singing assemblies. We provide regular performance opportunities in school concerts, celebration assemblies and through our Oldham Music Service events which include: The Oldham Schools' Music Festival, Oldham's Biggest Band Day, the GM Music Hub Singing Challenge and The GM Music Hub EYFS/Y1 Traditional Tales interactive performance.

Many Oldham schools subscribe to the Whole Class Instrumental Tuition (WCIT) programme. This year-long programme aims to ensure that every child is given an opportunity to play a musical instrument. According to research, learning in this type of environment gives children more confidence and higher self-esteem. Specialist teachers work alongside class teachers, ensuring that every child can experience enjoyment and success from the very earliest stages of musical learning. Our continuation programme, "Ongoing Opportunities (OOPS), offers children and young people the chance to progress and provide a deeper understanding of the instrument, developing a lifelong love of music. OOPS builds upon the performance skills, creativity, aural awareness and social skills gained through WCIT and is often a stepping stone to our small-group tuition.

Ensuring that teachers have good subject knowledge in an area which is often outside their area of expertise is a focus of our high-quality CPD programme. We sign-post schools to resources and events which support both the music and wider curriculum. The Primary Music Network is central to our CPD offer. As a lead organisation with the Greater Manchester Music Hub (GMMH), we are able to draw upon expertise from further afield and provide an enhanced service to our schools so support them in implementing an outstanding music curriculum.

Impact

Children have access to a variety of musical experiences which allows them to discover areas of strength, as well as areas which they might like to improve upon. Children are able to enjoy music as listeners, creators and performers. They can dissect music and comprehend its parts.

The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history.

Children will be able to join extra-curricular ensembles and choirs within school, many of which are led by our team of peripatetic teachers.

The Oldham Music Centre is recognised nationally as a centre of excellence. As soon as a pupil is ready for one of the elementary or junior groups, they are invited to enrol. They then move through the groups according to personal progress and ability. Membership of the Oldham Music Centre provides children and young people with musical opportunities beyond that which schools are able to offer.

The Curriculum & Progression Framework

The Curriculum and progression framework focusses on the development of increasingly high standards of musical knowledge, understanding and skill.

There is a clear expectation of increasingly complex musical syntax and for pupils' increasingly sophisticated musical responses. The framework allows teachers within the Curriculum Teaching Team to tailor the repertoire to suit the different schools and pupils within which they teach. The expectations for musical progression remain constant.

The enthusiasms, interests and specialist skills of the teaching team and pupils can be embraced alongside a broader range of content (e.g. well-known "Classics", popular music and world music traditions.) In many of the schools within which we teach, KS2 pupils experience WCIT/Wider Opportunities delivered by a member of the Music Service teaching team. In schools where this is not the case, it is the Curriculum Teacher's responsibility to ensure that pupils in KS2 receive at least one term of WCIT on recorder using the Charanga Scheme of Work and resources.

It is incumbent upon the individual Curriculum teachers to plan to meet the needs of all pupils, as relevant to the particular setting.

Some units of work will focus on a particular musical dimension (e.g. Pitch) but as the dimensions are all inter-related, pupils' understanding of each musical dimension will be explored and developed. A range of historical periods, genres, styles and traditions will be explored throughout the year.

Individual teachers will complete Medium and Short Term plans which will clearly indicate the links to the progression framework. Medium Term plans will be shared with the school's Music co-ordinator and/or class teachers.

In schools where the Curriculum Team teach each year group on a termly "carousel" system, it will be at the OMS teacher's discretion to choose a musical dimension on which to focus. Curriculum planning will be shared with the school so that they may use this to inform their own planning for pupils' musical learning when they are not being taught by the OMS specialist.

The progression framework forms the musical benchmarks by which we assess pupils' attainment and progress.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Duration (Pulse & Rhythm)	<p>I can copy simple rhythms based on words.</p> <p>I can move to the pulse of the music.</p> <p>I am aware of sounds and rhythms</p> <p>I can distinguish between sounds and remember patterns of sound</p> <p>I can experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>I can create rhythms using instruments and body percussion</p>	<p>I can copy a short rhythm</p> <p>I can find the pulse of a piece of music.</p> <p>I can clap the pulse.</p>	<p>I can beat the pulse of a piece of music.</p> <p>I can choose and maintain an appropriate pulse</p> <p>I can identify the difference between pulse and rhythm</p> <p>I can play the pulse on a percussion instrument.</p> <p>I can internalise a steady pulse (e.g. "sing" short extracts "in your head")</p>	<p>I can understand the difference between pulse and rhythm.</p> <p>I can play a simple rhythm on a percussion instrument.</p> <p>I can choose and maintain an appropriate pulse</p>	<p>I can maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.</p>	<p>I can maintain a complex rhythmic pattern vocally or on an instrument.</p>	<p>I can maintain ostinati vocally or on an instrument in a polyphonic texture.</p>
Pitch	<p>I can copy a so-mi pattern (pitch-match)</p> <p>I can respond to obvious changes in pitch</p> <p>I can recognise and broadly control changes in pitch when playing instruments and vocally</p>	<p>I can respond physically to high and low sounds</p> <p>I can copy a short melodic phrase (on tuned percussion or using their voice)</p>	<p>I know that Pitch means "high and low"</p> <p>I can identify high and low sounds when listening to a piece of recorded music</p> <p>I can use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)</p>	<p>I can memorise and perform an extended melody</p>	<p>I can maintain a simple melody vocally or on an instrument, keeping to the pulse.</p> <p>I can recognise how pitch changes can be used to convey a character, story or image.</p>	<p>I can maintain a complex melody vocally or on an instrument</p> <p>I can understand, recognise and describe how pitch changes can be used to convey a character, story or image.</p>	<p>I can maintain a complex melodic part in a 2-part texture</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dynamics	<p>I can respond to obvious changes in dynamics</p> <p>I can create loud and quiet sounds using the voice, body percussion and instruments</p> <p>I can recognise and broadly control changes in dynamics when playing instruments and vocally</p>	<p>I can create crescendo and diminuendo vocally and instrumentally</p> <p>I can play and sing loudly and quietly</p>	<p>I can define crescendo, diminuendo, forte and piano</p> <p>I can recognise crescendo, diminuendo, forte and piano when listening and performing</p>	<p>I can thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere</p>	<p>I can begin to use the Italian symbols for dynamics in my own compositions</p>	<p>I can confidently and appropriately make use of dynamics when composing and performing</p>	<p>I can refine the use of dynamics in my own work</p> <p>I can describe the use of dynamics in others' work and suggest refinements</p>
Tempo	<p>I can respond to obvious changes in tempo</p> <p>I can create fast and slow sounds using the voice, body percussion and instruments</p> <p>I can recognise and broadly control changes in tempo when playing instruments and vocally</p>	<p>I can create accelerando and rallentando vocally and instrumentally</p> <p>I can play and sing fast and slowly</p>	<p>I can define accelerando, rallentando</p> <p>I can recognise accelerando, rallentando, allegro and lento when listening and performing</p>	<p>I can thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere</p>	<p>I can begin to use the Italian symbols for tempi in my own compositions</p>	<p>I can confidently and appropriately make use of tempi when composing and performing</p>	<p>I can refine the use of tempi in my own work</p> <p>I can describe the use of tempi in others' work and suggest refinements</p>
Texture	<p>I have experienced unison and 2-part textures.</p>	<p>I have experienced a range of textures</p> <p>I can recognise obvious differences in textures (e.g. unison and 2-part)</p>	<p>I have explored a range of textures vocally, instrumentally and aurally</p> <p>I can define canon/round and unison textures.</p>	<p>I can experiment with layers of sound in my own compositions</p>	<p>I can perform individually and in a multi-part texture</p> <p>I can compose using more than one layer of sound</p>	<p>I can combine several layers of sound with awareness of the combined effect</p>	<p>I can maintain a part within a polyphonic texture</p> <p>I know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timbre	<p>I can experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers)</p> <p>I can match instruments to sounds</p> <p>I have experienced and developed awareness of sounds made with instruments and noise makers</p> <p>I have listened to and appreciate the difference between sounds made with instruments</p> <p>I can use a wide vocabulary to talk about the sounds instruments make.</p> <p>I can talk about sounds we make with our bodies and what the sounds mean</p> <p>I can recognise and broadly control changes in timbre when playing instruments and vocally</p>	<p>I can name common hand-held percussion instruments and recognise their sounds aurally</p> <p>I can explore appropriate instruments to create a musical idea</p>	<p>I can name a wider range of musical instruments</p> <p>I can choose appropriate instruments to create a musical idea</p>	<p>I can recognise the different instrumental families when listening to a piece of live or recorded music</p> <p>I can recognise how instruments can be used to create different moods and effects</p>	<p>I can begin to recognise the individual instruments within a family</p> <p>I can use instruments to create different moods and effects</p>	<p>I can confidently and appropriately make use of different timbres when composing and performing</p>	<p>I can accurately name common individual instruments when listening to a piece of music</p> <p>I can refine the use of timbres in my own work</p> <p>I can describe the use of timbres in others' work and suggest refinements</p>
Structure	<p>I have experienced a range of structures through simple songs and musical activities</p>	<p>I have experienced a range of structures through simple songs and musical activities</p>	<p>I have explored a range of structures in my own work</p>	<p>I can choose carefully and order sounds within simple structures</p>	<p>I can compose and perform within specific structures (e.g. call and response, ternary form)</p>	<p>I can compose and perform using a range of structures and identify these aurally</p>	<p>I can compose by developing and organising ideas within musical structures</p>

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Performing	<p>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)</p> <p>I can sing a range of well-known nursery rhymes and songs (ELG)</p>	<p>I can perform simple songs from memory</p> <p>I can perform to an audience with confidence and a sense of occasion</p>	<p>I can play tuned and untuned instruments musically</p> <p>I can rehearse and perform with others</p>	<p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>I can develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>I can play a simple melodic pattern based on a couple of notes</p> <p>I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p>	<p>I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p>	
Composing and Improvising	<p>I can choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect)</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher (ELG)</p>	<p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>I can create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</p>		<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can create simple rhythmic patterns, melodies and accompaniments</p> <p>I can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I can improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<p>I can listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</p> <p>I can aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</p>	<p>I can begin to explore using my "thinking voice"</p> <p>I can listen to a variety of music from a range of cultures, traditions and historical periods.</p>	<p>I can listen carefully and develop my aural memory</p> <p>I can express an opinion after listening to a piece of live or recorded music</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can improve my own work</p> <p>I can recognise how musical elements can be used to create different moods and effects</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can recognise how musical elements are combined and used expressively.</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can make improvements to my own work, commenting on intended effect</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can make improvements to my own work, commenting on intended effect using appropriate musical vocabulary</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can suggest improvements to my own and others' work, comment on how intentions have been achieved</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>I know the elements of music and am able to show understanding of these by applying appropriately when describing a piece of music.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology	<p>I have experienced use of simple music technology (e.g CD player, ipad voice recorder etc.)</p> <p>I can make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back.</p>	I have experienced use of Music Technology to capture, change and combine sounds.		I can explore and develop use of Music Technology to capture, change and combine sounds.	I can use a simple device to record a performance	I can combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)	I can edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)
Vocal Skills	<p>I can explore using my voice in different ways (e.g. animal sounds, whispering, singing, speaking)</p> <p>I can sing a range of well-known nursery rhymes and songs (ELG)</p>	<p>I know how to use my voice in different ways</p> <p>I have found my singing voice</p> <p>I can sing collectively at the same pitch</p> <p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can accurately pitch simple melodies</p> <p>I can pitch small intervals with a good degree of accuracy</p>	<p>I have developed an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>I can sing in tune with expression</p>	<p>I know how to improve tone production and diction (vocal techniques)</p> <p>I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p>	

Notation	<p>I can respond to simple visual cues (e.g. 4 spots = 4 taps on the drum)</p> <p>I can suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)</p>	<p>I can respond to simple visual cues (e.g. stop, go, loud, quiet)</p> <p>I can use a simple graphic score for performing</p>	<p>I can use a simple graphic score for performing or as a stimulus for composition</p> <p>I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p> <p>I can recognise crotchet, quaver and minim rhythms</p> <p>I am beginning to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p>	<p>I have experienced the use of staff notation when composing and performing</p> <p>I can confidently recognise crotchet, quaver and minim rhythms</p> <p>I can confidently read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p>	<p>I understand how pitch is represented on a stave</p> <p>I can confidently recognise crotchet, quaver and minim rhythms</p>	<p>I can follow a notated melody line as an aid to vocal performance</p> <p>I can use notation with increasing confidence (e.g. staff, tab, graphic, chord-charts etc.) when performing and composing</p>	<p>I can use notation with increasing confidence (e.g. staff, tab, graphic, chord-charts etc.)</p>
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