Music At Claycots

Claycots Primary School

www.claycots.co.uk
Town Hall Campus: 01753 531415
Britwell Campus: 01753 521215

The vision for Music

We believe that music is a universal language that belongs to everyone. Our vision is to cultivate a vibrant culture where pupils develop a love and appreciation of music and a drive to explore their musical skills further.

We want pupils to become curious and creative individuals with the ability to compose, and to listen with discrimination to the best in the musical canon.

Subject Intent

At Claycots, we are dedicated to providing an enriching and comprehensive music education that instils a lifelong passion for music in our students. Our music curriculum is carefully crafted to foster creativity, nurture talent, and develop a deep understanding of music across various cultures and genres. We aim to empower every student to express themselves through music, building their confidence, teamwork, and self-expression.

Our intent is to equip students with the knowledge, skills, and cultural awareness necessary to appreciate and engage with music in a meaningful way. We aspire to cultivate well-rounded musicians who can sing, play, compose, and perform with proficiency and enthusiasm. Through our music curriculum, we seek to instil in our students a sense of curiosity, an appreciation for diverse musical traditions, and the ability to connect emotionally with music.

Aligned with the Development Matters and the Model Music Curriculum, our curriculum is designed to provide a sequential and coherent music education. It aims to ensure that every student, regardless of background or prior experience, has access to a rich and varied musical education. We believe that music is an essential part of a well-rounded education, contributing to students' intellectual, emotional, and social development.

Subject Implementation

To achieve our music curriculum's intent, we have partnered with Sing Education, a specialist provider of music education. Our curriculum is thoughtfully structured with half-termly units, each building upon the foundation of prior learning while introducing new concepts and challenges. This scaffolded approach ensures a logical progression of skills and knowledge, enabling students to consolidate, expand, and refine their musical abilities.

The Kodaly method, integral to our curriculum, ensures that musical concepts are presented systematically and aligned with students' prior experiences. Our specialist music teachers facilitate lessons that are child-centred, inclusive, and foster a love for singing. These lessons are enriched with high-quality resources, instruments, and dedicated spaces for music within our school.

Regular performances and recordings at the end of each half term provide students with opportunities to showcase their musical growth and articulate their learning journey. We also offer extracurricular activities, such as after-school music clubs and singing assemblies, to further immerse students in the joy of music.

Through our comprehensive music curriculum, we aim to nurture confident, skilled, and culturally aware musicians who are well-prepared for a lifelong journey of musical exploration and expression. Our curriculum aligns with the Model Music Curriculum's principles, ensuring that students receive a high-quality, balanced, and inclusive music education.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Focus Areas	**Moving and Clapping**	**Recalling Patterns, Actions and Rhythms**	**Pitch-Matching**	**Rhymes, Songs and Stories**	**Playing and Responding**	**Singing, Listening and Playing Together**
Nursery	**Move to the Music:** Stopping and Starting	**Follow the Leader:** Copy Me	**Singing Skills 1:** Find your Voice	**Telling Stories Through Music**	**Feeling the Music**	**Exploring Musical Sounds**
Reception	**Move to the Music:** Skip, Hop and Jump	**Follow the Leader:** Tap with Me	**Singing Skills 2:** Match my Voice	**Rhymes, Poems and Songs Old and New**	**Noticing Patterns and Describing the Music**	**Exploring Musical Worlds**
KS1 Focus Areas	**Pulse**	**Rhythm**	**Pitch**	**Composing**	**Musicianship: Preparing for Ensemble Skills**	**Musicianship: Preparing for Reading Notation**
Year 1	**Exploring Pulse and Tempo 1:** Feel the Beat	**Exploring Rhythm 1:** Playing and Copying	**Exploring Pitch 1:** High and Low	**Creating Music 1:** Sound Effects and Storytelling	**Singing and Playing Skills 1:** Pitch-Matching	**Understanding Rhythm and Pitch** (Percussion)
Year 2	**Exploring Pulse and Tempo 2:** Find the Strong Beat	**Exploring Rhythm 2:** Stick Notation	**Exploring Pitch 2:** Dot Notation	**Creating Music 2:** Musical Conversations	**Singing and Playing Skills 2:** Follow the Leader	**Playing Rhythm and Pitch** (Glockenspiel)
KS2 Focus Areas	**Performing: Reading Notation - Rhythm**	**Performing: Reading Notation - Pitch**	**Performing: Instrumental Performance**	**Composing and Improvising**	**Creating and Performing**	**Musicianship: Singing and Listening**
Year 3	**Reading Notation 1:** Rhythm and Tempo	**Exploring Staff Notation 1:** High and Low (Glockenspiel)	**Ensemble Skills 1:** Call & Response (Glockenspiel OR Recorder)	**Composition Skills 1:** Pitch, Rhythm and Structure	**Exploring Musical Theatre:** Forte and Piano	**Becoming Musicians 1:** Dynamics and Tempo
Year 4	**Reading Notation 2:** 2, 3 and 4 Time	**Exploring Staff Notation 2:** Follow the Score (Glockenspiel)	**Ensemble Skills 2:** Melody and Accompaniment (Glockenspiel OR Recorder)	**Composition Skills 2:** Sequences and Pentatonic Phrases	**Exploring Classical Music 1:** Legato and Staccato	**Becoming Musicians 2:** Major and Minor
Year 5	**Reading Notation 3:** Time Signatures	**Developing Sight Reading Skills 1:** Melodies (Glockenspiel)	**Pop Music 1:** Arrangements and Improvisation (Glockenspiel OR Ukulele)	**Creating Music for Film and TV:** Character, Atmosphere and Environment	**Exploring Classical Music 2:** Ensemble Performance	**Becoming Musicians 3:** Chords and Triads
Year 6	**Reading Notation 4:** Rhythm Ensemble	**Developing Sight Reading Skills 2:** Note Names and Durations (Glockenspiel)	**Pop Music 2:** Chords and Bass Lines (Glockenspiel OR Ukulele)	**Composition Project 1:** Improvisation, Composition and Notation	**Composition Project 2:** Notation, Expression and Performance	**Singing with Style**

Music Expected Standard Statements

	Movement and Rhythm Awareness	Pitch and Melodic Awareness	Singing Familiar Songs	Collaborative Music and Group Participation	Creative Expression
Nursery. *Pupils can...*	• Children can clap and move to the beat of songs or music, showcasing coordination and an internal sense of rhythm.	• They can sing pitches in a suitable range for their age that match another person, showing the beginnings of pitch awareness and imitation skills.	• Children can remember and sing entire nursery rhymes and songs, demonstrating an ability to recall and reproduce familiar tunes.	• They can create their own songs or improvise around familiar tunes, demonstrating early creativity in music.	• Children can identify and imitate melodic shapes in familiar songs, such as recognising when a melody moves up and down.
Reception *Pupils can...*	• They are becoming more attentive listeners, recognising and describing patterns within music, fostering an ability to engage with different musical experiences.	• Reception students can engage with rhymes, poems, nursery rhymes and songs, expressing their feelings and thoughts through music, enhancing language skills.	• Children are increasingly confident in singing and can match their voices to different pitches, displaying improved vocal control and pitch-matching abilities.	• Children can work together in singing, listening, and playing musical instruments, showcasing their ability to participate in group music-making.	• They can recall, imitate, and tap out rhythmic patterns set by others, demonstrating memory and rhythm awareness.
	Musicianship: Pulse & Rhythm	**Musicianship: Pitch**	**Singing & Performing**	**Instrumental Performance**	**Composition & Improvisation**
Year 1 *Pupils can...*	• Maintain a steady beat by clapping, tapping, or moving in time to the music. • Mimic short rhythmic patterns accurately when led by the teacher. • Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation.	• Differentiate between high and low sounds in familiar songs and everyday sounds. • Sing simple songs with a small pitch range, accurately hitting pitches like mi-so. • Explore basic pitch notation symbols and their association with pitch.	• Sing simple songs, chants, and rhymes from memory collectively and at the same pitch. • Follow visual directions (e.g. start, stop, loud, quiet) and musical cues while singing. • Participate in basic call-and-response songs to control vocal pitch and accuracy.	• Play untuned instruments (e.g. percussion) in a classroom setting with a steady beat. • Demonstrate basic coordination when using classroom instruments like shakers and claves. • Begin to explore playing simple rhythms or melodies on tuned instruments (e.g. glockenspiel) with guidance.	• Engage in creative musical exploration through vocal improvisation. • Start to create short musical sequences and sound effects in response to stimuli.
Year 2 *Pupils can...*	• Maintain a steady beat and adjust the speed of the beat in response to music. • Play copycat rhythms accurately and perform short repeating rhythm patterns. • Demonstrate an understanding of rhythm notation, including crotchets, quavers, and crotchet rests, represented with stick notation.	• Compare and contrast high and low sounds in various contexts, including music and everyday sounds. • Sing songs with a slightly wider pitch range of do-so. • Follow simple dot notation pictures and symbols to guide singing and playing melodies.	• Sing songs regularly with a pitch range of do-so with increasing vocal control. • Understand and demonstrate dynamics (loud/quiet) and tempo (fast/slow) while singing. • Sing short phrases independently within a singing game or short song.	• Play untuned instruments (e.g. percussion) with increased coordination and rhythm accuracy. • Play short pitched patterns on tuned instruments (e.g. glockenspiels). • Begin to play familiar melodies on tuned instruments with guidance and notation.	• Engage in creative musical exploration through vocal improvisation. • Start to improvise short question and answer phrases. • Begin to create and explore rhythmic and melodic patterns.

	Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
Year 3 *Pupils can...*	• Read and perform simple rhythms confidently with note values such as crotchets and paired quavers. • Maintain a steady beat and adjust the speed of the beat in response to the music or a leader.	• Begin to read and perform pitch notation within a limited range (e.g. C–G), recognising higher and lower pitches. • Interpret and perform music with basic dynamics markings.	• Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression. • Perform simple actions and sing in time to action songs.	• Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range. • Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato).	• Begin to improvise on a limited range of pitches using simple musical features. • Create short musical responses using limited note ranges in improvisation. • Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.
Year 4 *Pupils can...*	• Accurately read and perform rhythms with a range of note values, including minims, crotchets, paired quavers, and rests. • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. • Understand and apply knowledge of different metres in 2, 3 or 4 time.	• Confidently read and perform pitch notation within a range of do-so (e.g. C–G). • Begin to demonstrate an understanding of clefs and the stave.	• Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following dynamics. • Perform actions confidently and in time to a range of action songs. • Sing rounds and partner songs in different time signatures.	• Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the middle C–G/do–so range. • Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts. • Copy short melodic phrases including those using the pentatonic scale.	• Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions. • Begin to understand the difference between major and minor.
Year 5 *Pupils can...*	• Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests. • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. • Understand and apply knowledge of different time signatures (e.g. 2/4, 3/4, 4/4).	• Confidently read and perform pitch notation within an octave range (e.g. C–C). • Begin to develop sight reading skills by recognising short melodies to play and perform from the stave.	• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching, and style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus.	• Play a melody following staff notation written on one stave and using notes within an octave range (do–do). • Begin to understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. • Perform simple, chordal accompaniments to familiar songs.	• Improvise freely over a drone, creating musical shapes and character using tuned percussion and melodic instruments. • Compose melodies made from pairs of phrases, in a key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. • Compose music with contrasting elements to evoke specific atmospheres, moods, or environments.
Year 6 *Pupils can...*	• Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests, fluently interpreting rhythm patterns and note durations. • Sight-read and perform intricate rhythmic phrases and rhythms from prepared notation, confidently maintaining accurate timing and rhythm throughout, in an ensemble of up to 4 parts.	• Fluently read and perform pitch notation within an octave range (e.g. C–C). • Interpret and perform music with dynamics and articulation.	• Sing a broad range of songs, including those with complex rhythms and harmonies, with a strong sense of ensemble and performance. • Perform three- and four-part rounds, partner songs, and songs with intricate structures.	• Play complex melodies and accompaniments following staff notation, utilising a wide range of notes within an octave (do–do), whilst contributing to the interpretation and expression of the music. • Accompany melodies using block chords or a bass line using keyboards, tuned percussion or melodic instruments. • Demonstrate proficiency in playing by ear, copying longer phrases and complex melodies on tuned instruments.	• Extend improvisation skills through working in small groups to create music with multiple sections, repetition, and contrast. • Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.

How we measure progress

Children's learning is assessed against the Music Long term plan and Progression document, showing how they have retained and be able to show the expected skill and understanding. Our assessment criteria is split into several groups:

KS1	Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
KS2	Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation

For each criteria group, students are assessed as either 'Working Towards' the standard, 'Meeting Expected Standard', or demonstrating 'Greater Depth' of understanding and skill.

Students also know when they have showed progress in Music through the selection of Star Musician.

"We get Star Musician when we show school values, answer questions and tap out the beat" – Year 3 student.

Experiences and trips

Students at Claycots can take part in the following:

- After school Clubs
  - SingUp/Young Voices Choir – KS2
  - Instrumental club (Djembe, glockenspiel, ukulele)
- In-school instrumental lessons with Slough Music Services – Piano, Violin, drums, guitar and many more
- Rocksteady – learning to play musical instruments in a rock band – electric guitar, drums, piano, and vocals

Trips and experiences:

- Matilda the Music (Year 4)
- Christmas carol concerts (choir)
- Young voices at Wembley Arena, London (choir)
- Reading Hexagon Concert (choir)

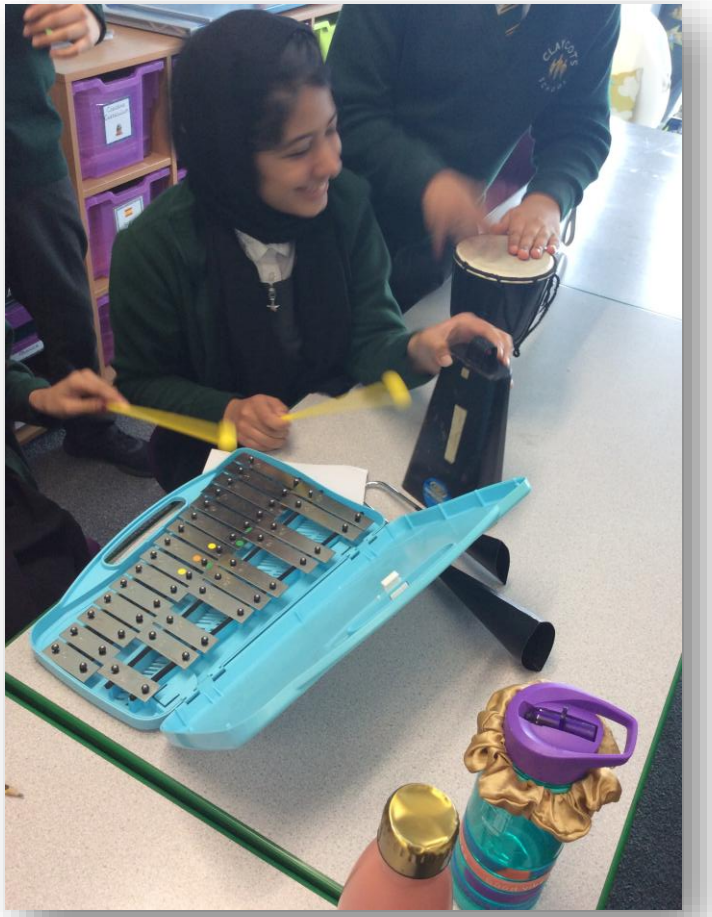
Experiences and trips

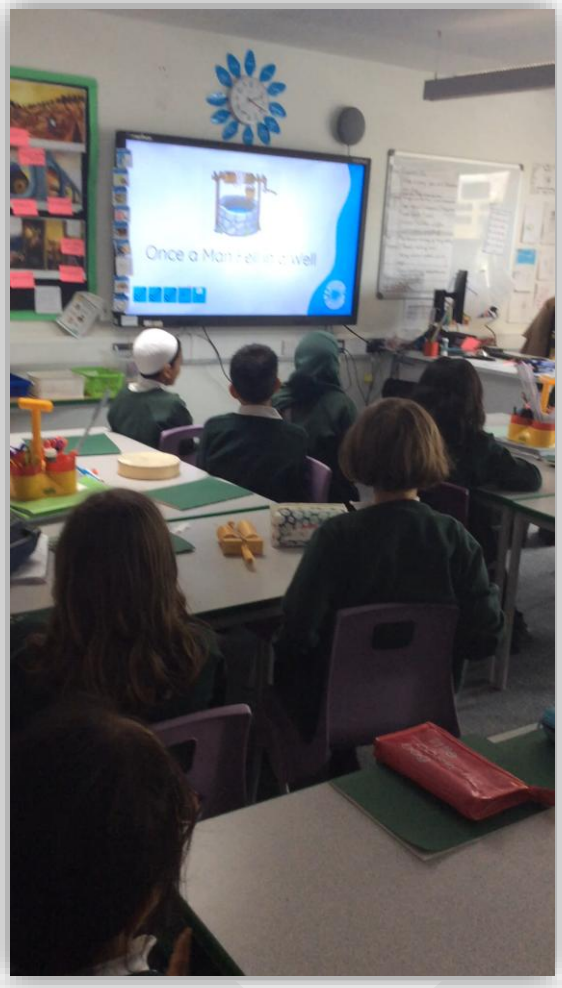






Examples of Learning







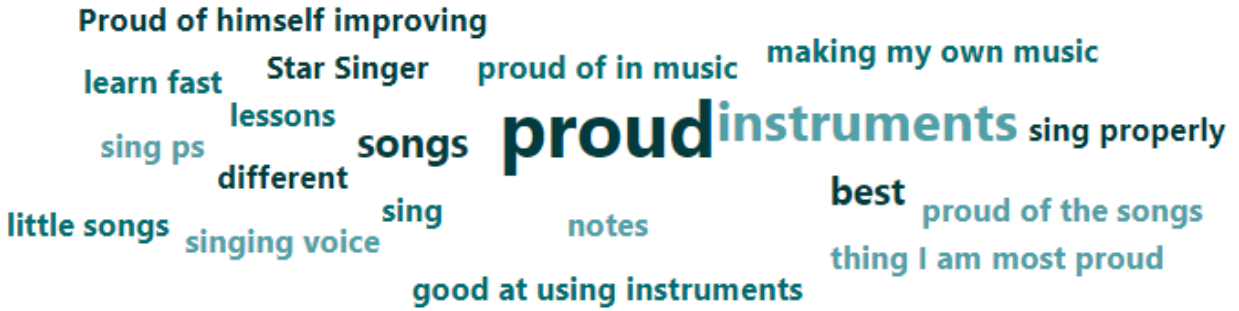
Pupil voice

What our children say about Music:

I love that we can make different sounds with different actions. Its a really enjoyable feeling in music.
– Year 5 student.

Most proud of: "Being star musician and being able to use different instrument"
- Year 4 student.

How I feel about my learning:



How I feel about music and my music teacher:

