



Music Overview and Sequencing of Learning

Our Music curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps.

Through the curriculum area of Music, we aim to provide a range of stimulating and multi-sensory experiences and activities, which will engage each individual child, promoting the development of their skills, knowledge and understanding.

The key skills and knowledge we want to develop in Music are:

- Tempo
- Rhythm
- Timbre
- Texture
- Structure
- Pitch
- Dynamics
- Discussion
- Questioning
- Reflection

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child. Music supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity.

The Music curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of expressive arts, focusing on the creative process rather than the creation of a product, the artistic process is facilitated without being lead as this can stifle creativity. A multi-sensory approach to engage pupils is used, promoting the development of their musical skills. At all stages, the curriculum links to previous content and concepts and identifies later links.

The Music curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Plans are tailored to the needs of each individual and class, adapting the learning areas and opportunities

to the interests, needs and level of learning of each individual. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum topic. This is actioned at a pupil level through the use of highly personalised planning to set very small, stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

At the earliest stages, the sequence of learning begins within the Pre-Formal Pathway, through person-centred and holistic learning opportunities, during which pupils have the freedom to respond; explore and create using a wide range of multi-sensory stimuli. At this stage, learning opportunities are repeatedly delivered over time. Music experiences and activities at this early stage include Exploratory Play and Sensory Exploration of a wide range of media and materials through sight, touch, sound, taste and smell; Sensory Stories, Musical Interaction including Music Therapy, Body Awareness, Touch and Movement opportunities.

Learners within the Semi-Formal Pathway also engage with Music, through similar multi-sensory learning opportunities as outlined above. However, at this stage the learning opportunities are often presented within a 'low demand' environment and are planned to incorporate the personal references of individuals, to capture their interest and enthusiasm, to develop their engagement in Music based activities and experiences. As Music becomes more developed pupils continue to learn through the process of doing, and the more they are given the opportunity to do, the more they will learn, extending their understanding, knowledge, and skills. Within the Semi-Formal Pathway pupils are consolidating, and building on their previous learning in Music. Pupils are encouraged to explore, take risks, play, express, persist and appreciate across all areas of Music, in order to develop their confidence and skills.

Music prepares pupils for future learning and transition to Key Stage 3 by providing opportunities to:

- Take risks, make a mess, and make mistakes
- Explore the world around us
- Promote individual expression and realisation
- Explore issues, themes, and possibilities
- Practise life skills in cross-curricular tasks
- Stimulate creativity and imagination
- Work independently and collaboratively

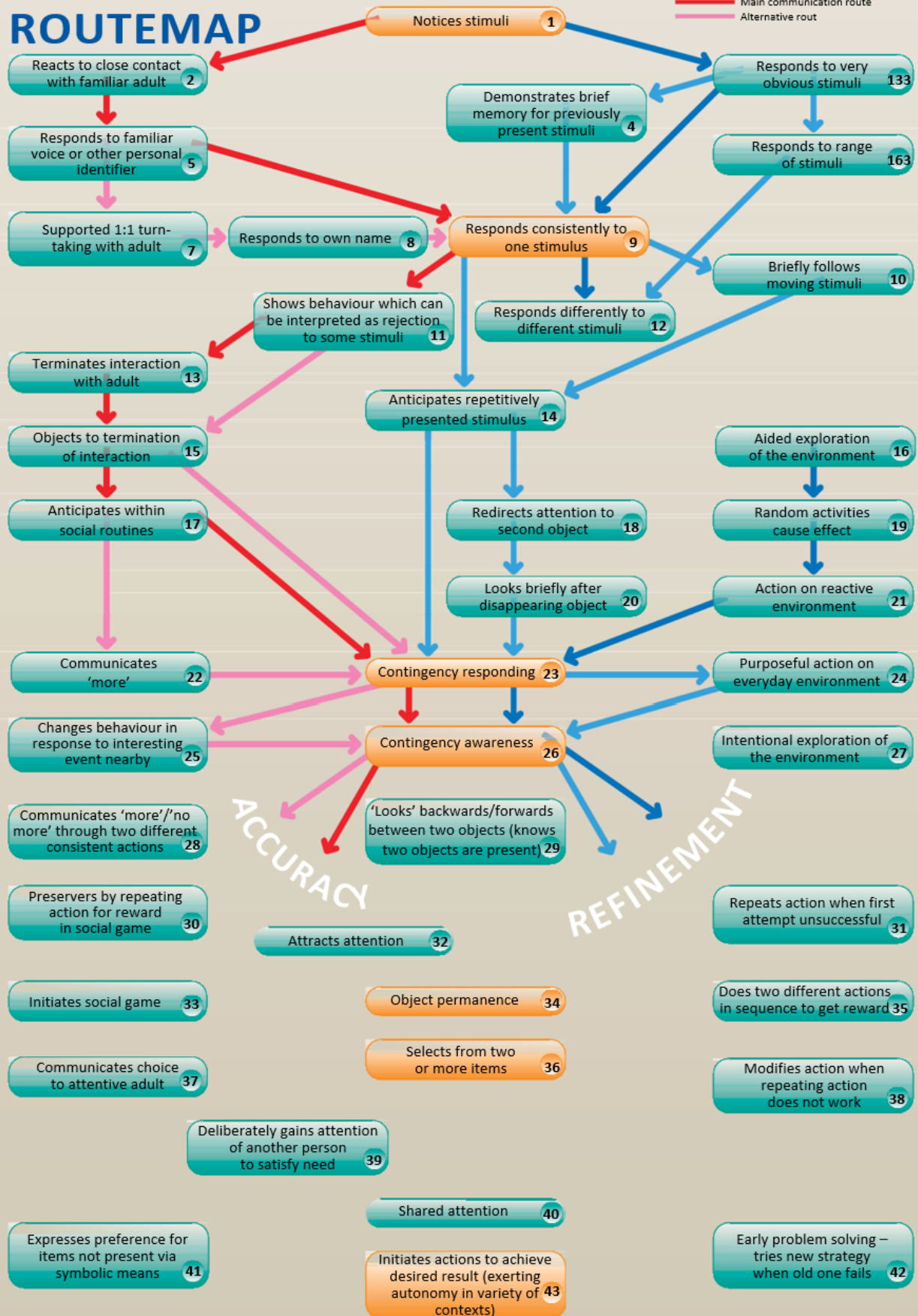
- Practise, rehearse and refine

Sequence of Learning for Learners on our Informal Pathway

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

ROUTES FOR LEARNING ROUTEMAP

— Main cognitive route
— Alternative routes
— Main communication route
— Alternative route



Sequencing of learning for Semi Formal learners

Music

--Exploring and Playing

---Band 1

- [] I can make a sound on an interactive instrument on an iPad or IWB
- [] I can make a sound on an instrument or object e.g. briefly bang things together to make a sound

---Band 2

- [] I can make a repetitive sound on a percussion instrument e.g. tapping two boomwhackers together for a short time
- [] I can tap, scrape or rub an instrument to make a sound

---Band 3

- [] I can play loud/quiet sounds (dynamics)
- [] I can play fast/slow (tempo)
- [] I can play instruments in different ways e.g. shake and tap a tambourine (exploring timbre)
- [] I am beginning to show some control when playing a variety of instruments that require holding it with one hand and using a tool with the other e.g. scraping a guiro with a stick

---Band 4

- [] I respond correctly to symbols for loud/quiet
- [] I respond correctly to symbols for fast/slow
- [] I can choose an instrument, from a choice of three, to use to add an appropriate sound effect to a story
- [] I can hold and play a range of instruments with control e.g. hold a triangle on a string and tap with beater
- [] I can use signs/symbols to tell other pupils how I want them to play: stop/go, loud/quiet, fast/slow
- [] I can operate IT equipment to listen to music e.g. mp3 player

---Band 5

- [] I can create music based on a theme e.g. make sounds of the seaside
- [] I can maintain a steady beat (pulse) by clapping/tapping my foot/playing an instrument
- [] I can copy a simple rhythm e.g. clapping syllables of name, variety of words

- [] I can use an instrument to tap out the syllables of my name
- [] I can use IT to record sounds

--Vocalising and Singing

---Band 1

- [] I vocalise whilst listening to a piece of music/song
- [] I can make some animal sounds

---Band 2

- [] I can sing at least one word in a song
- [] I try joining in with some actions in an action song
- [] I vocalise or make melodic sounds whilst playing an instrument
- [] I can make sound effects for toys e.g. train, car, animals

---Band 3

- [] I can sing a short phrase or sing a short phrase in a song
- [] I sometimes sing the last word of a phrase within a song
- [] I sing along with others

---Band 4

- [] I can sing an entire song
- [] I am familiar with a range of class songs and join in with some/all or the song
- [] I am beginning to make up my own songs in free play
- [] I have a strong preference for songs that I like to sing

---Band 5

- [] I can sing a number of songs
- [] I can follow the melodic shape of a song (even if it is not perfectly in tune)
- [] I can match pitch
- [] I feel confident, and may enjoy, performing on my own/within a small group