

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Collins Connect	Unit: sounds, musical focus – exploring sound	Unit: Ancient Worlds, musical focus – structure	Unit: Environment, musical focus: composition	Easter Production Rehearsals Unit: poetry, musical focus – performance	Unit: Structure, musical Focus – exploring the human body (science based)	Environment –Collins connect 3 weeks
Year 4 Soundstart Winds and Percussion Croydon School of Music and Arts (CSMA)	Care of instrument 4 beat rhythms Crotchets, minims and semibreves Song selection	Embouchure Breathing/blowing, tonguing notes D C Bb 4 beat rhythms using 1,2,and 3 notes 4 beat answers Crotchet rests Grid compositions Note numbers and names	Notes Eb, F Loud and soft 4 beat rhythms using 3 of the 4 notes 4 beat answers Quavers Performing a solo in a lesson	Note G Slurs 8 beat phrases 4 beat answers on Bb-Eb Grid composition Dotted minims and quaver rests	Note A 8 beat phrases using 4 of the first 7 notes Blues in F	Soundstart Samba, Sword Dance, When the Saints Free composition Performing in small groups Demonstration to parents/carers
Year 5 Sound Progress Croydon School of Music and Arts (CSMA)	Sound Progress Strumming, playing chords, holding and using a pick Playing keyboard with correct fingers	Sound Progress Singing while accompanying on instruments.	Sound Progress Pulse, rhythm, metre	Sound Progress Pitch, Major and minor chords, root note	Sound Progress Notation Fingering charts, keyboard cards	Sound Progress Listen and recall sounds Compose and improvise sounds
Year 6 Collins Connect/Edison	Space composition - alongside Space shot poem. Listen to music and identify the musical dimensions within it .compose a piece of music that includes texture. Perform a piece of music that accompanies a poem	Listen to music of the times Why do people make music whenever and wherever they live?		Explore musical instruments Listen to and Create a Pavane		

Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge – Key stage 2 Years 3 to Years 6



Listening			
National curriculum Expectation: Listen with attention to detail and recall sounds with increasing aural memory			
Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances are complemented by opportunities to experience live music making in and out of school. Weekly singing assemblies and performances are additional elements of listening to music.			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Identify a sequence of sounds (structure) in a piece of music Identify the metre in a piece of music Recognise pitch shapes Explore musical phrases 	<ul style="list-style-type: none"> Identify different instrument groups from a recording Identify and describe the metre of a new song or piece Understand how rhythmic articulation affects musical phrasing Demonstrate understanding of how sounds are produced by making instruments Compare and contrast the structure of two pieces of music Copy rhythms and a short melody Listen & appraise music from multiple genres and time periods, assessing instrumentation, style and mood 	<ul style="list-style-type: none"> Explore and analyse a song arrangement and its structure whilst identifying changes in tempo and their effects Listen to music with focus and analyse using musical vocabulary Hear and understand the features of the major and minor scales Compare and contrast two pieces of popular music throughout the 20th century. Demonstrate understanding of the effect of music in movies Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time 	<ul style="list-style-type: none"> Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music Experience and understand the effect of changing harmony Listen to and understand modulation in a musical bridge

**Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge –
Key stage 2 Years 3 to Years 6**



Compose and Improvise			
National curriculum Expectation: Improvise and compose music for a range of purposes using the inter-related dimensions of music			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Improvise descriptive music • Develop a song by choosing lyrics and structure • Arrange an accompaniment with attention to balance and musical effect • Explore simple accompaniments using beat and rhythm patterns 	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. • Introduce major and minor chords. • Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. • Use Music tech to compose • Compose music based on teacher-selected and student-selected themes • Compose to mood and style 	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). • Working in pairs or small groups, compose a short ternary piece. • Use chords to compose music to evoke the specific atmosphere / mood of a piece of well known fiction. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, <i>staff notation</i> or technology. • Create a composition related to cross-curricular learning as a class using previously learned musical elements 	<p>Pupils should extend their improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.



Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge – Key stage 2 Years 3 to Years 6

Perform, Play and Sing			
National curriculum Expectation: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument Correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 	<ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Simple improvisation on 2-3 notes Sing and play in one-part and multi-part music, sing with dynamics Perform music from a range of 	<ul style="list-style-type: none"> Play melodies on guitars, keyboards, and ukuleles, following staff notation written on the treble clef staff and using notes within the Middle C–C'/do–do range. Understand how triads are formed, and play them on ukulele, guitar and keyboard. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles in Sound Progress, steel pans and more Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Develop modern repertoire including 20th and 21st century pop music 	<ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

**Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge –
Key stage 2 Years 3 to Years 6**



	<p>musical styles/cultural backgrounds</p> <ul style="list-style-type: none"> • Play both staccato and legato, forte and piano • Sing, Rap, dance and perform synchronised actions 	<ul style="list-style-type: none"> • Sing, Rap, dance and perform synchronised actions 	
<p>Whole School Singing: Children attend a weekly singing assembly where they sing with increased accuracy, fluency, control and expression. Pupils also learn specific vocabulary in Spanish and other subjects through singing e.g times tables and spelling rhymes.</p>			

**Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge –
Key stage 2 Years 3 to Years 6**



Musical Notation			
National curriculum Expectation: Use and understand staff and other musical notations			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Recognise rhythm patterns in staff notation • Understand and use pitch notations • Read simple rhythm notation 	<ul style="list-style-type: none"> • Play and sing repeated patterns (ostinati) from staff notation • Explore layers and layering using a graphic score • Match short rhythmic phrases with rhythm notation • Learn to play music from notations (graphic, rhythm and staff) • Identify and play music up to 6 notes on a treble clef stave • Identify crotchets, minims, quavers, rests on a stave 	<ul style="list-style-type: none"> • Read a melody in staff notation • Read grid or staff notation to play a bassline • Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities • Learn about and use cue scores 	<ul style="list-style-type: none"> • Listen to, read and create a Pavane. • Space composition, compose a piece of music including texture • Explore dimensions of music and demonstrate understanding of pitch through singing from staff notation

Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge – Key stage 2 Years 3 to Years 6



History and appreciation of Music			
National curriculum Expectation: Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Listen to and learn about a Romantic piece of music Listen to and learn about a medieval antiphon Listen to, learn about, play and dance to Tudor dance music Recognise rhythm patterns in staff notation Learn how sounds are produced and how instruments are classified Learn a traditional Caribbean song 	<ul style="list-style-type: none"> Listen to and learn about Pre-1940's music Listen to and learn about Post 1940's music including Louis Armstrong Explore rhythm, pulse and environmental sounds Explore a range of film music types, with reference to mood and application Learn about the musical elements in multiple cultures, including English folk music, Brazilian Samba, Indian Bhangra music Describe the structure of a piece of orchestral music Describe the structure of a piece of orchestral music 	<ul style="list-style-type: none"> Learn to sing a song from English musical heritage (20th century) e.g. Paperback Writer Listen to and learn about modern classical/avant garde music (20th century) e.g. Steve Reich – Music for 18 Musicians / Taylor-Coleridge Symphonic Variations on an African Air Listen to and analyse 19th century impressionist music using musical vocabulary e.g. Debussy – Claire De Lune Explore rhythm, pulse, environmental sounds and plucking sounds Learn about jazz scat singing and beatboxing and devise own sounds Explore extended vocal techniques through listening to 'a capella' 	<p>Listen to music of ancient times from the Iron Age, Victorian and Post World War 2</p> <ul style="list-style-type: none"> Explore rhythm, pulse, dynamics and echo, tempo and melody. Listen to and discuss the musical elements from nature, animal sounds and the use and playing of historic instruments Create a dance to 'The Charleston' having explores a slower tempo Learn a 1980s pop song with understanding of its structure

**Winterbourne Junior Girls School Music Progression of Key Skills and Knowledge –
Key stage 2 Years 3 to Years 6**



Live Music Opportunities in the Wider Community				
Whole school	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Rocksteady assembly • Whitgift Carol Singing • CSMA concert at Fairfield Halls • SoundStart Winds • Windrush Celebrations • Royal Celebrations • Black History Month 	<ul style="list-style-type: none"> • Easter concert • Choir performances • Steel Band 	<ul style="list-style-type: none"> • Christmas Concert • SoundStart Concerts • Choir performances • Steel Band • CMA 'Soundstart Achievers' concerts, including CMA Showcase @ Fairfield Halls 	<ul style="list-style-type: none"> • Harvest concert • Sound Progress Concerts • Choir performances • Steel Band 	<ul style="list-style-type: none"> • Celebration of Achievement • Summer Soiree • Choir and Band Concerts (selected pupils) • Choir performances • Steel Band

Music development plan summary: Winterbourne Junior Girls School

Overview

Detail	Information
Academic year that this summary covers	2023-2024
Date this summary was published	May 2024
Date this summary will be reviewed	May 2025
Name of the school music lead	Kiran Qureshi
Name of local music hub	Croydon School of Music and Arts
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Winterbourne Junior Girls school, music lessons have an allocated time of one hour per week. In Key stage 2, we are building on techniques learnt at key stage 1 and preparing for progression at key stage 3. In particular, we focus on the opportunity to access and make progress on a musical instrument and singing is a key thread that remains throughout our music teaching.

Years 3 and 6 follow the music scheme through Collins connect, Music Express and Years 4 and 5 have a very unique opportunity to access and make progress on a musical instrument taught and delivered by specialist teachers via the Music Education Hub partner CSMA (Croydon School of Music and Arts) delivering whole-class tuition.

Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

At Winterbourne Junior Girls school we offer many music tuition opportunities to those of all abilities, these sessions take place outside of lesson time.

We currently offer one to one piano, violin, guitar, clarinet and guitar lessons. These are taught weekly and delivered by professional music teachers enabling children to make progress in music outside of lesson time. The children are able to loan instruments for free and we have offered free lessons for all students that have pupil premium eligibility. All parents/carers and children involved in these weekly lessons are very committed to practising and learning a specified instrument. In other cases the music lessons are offered to parents/carers at a nominal subsidised fee. We are very proud that every year we have children who have been nominated and assessed for the Music Star awards, and for the past 3 years we have had pupils nominated for 'The London Mayor's Music Scholar Award' which if chosen - grants 4 years' worth of sustained and progressive music funding.

Our small group music tuition includes a well-established pupil Steel Band. Children play collectively and weekly and are being taught by JTMusic. They have learnt to play in harmony and synchronisation with one another and have proudly performed to the school and public several times. The pupils have opportunities in school to perform and rehearse and are mentored by the Staff Well –being Steel Pan Band.

Our large group provision involves a large choir involving over 35 pupils ranging from Years 3 – 6. This is offered free to every pupil in the school and involves numerous children with SEND. The choir is open to join throughout the academic year and presents children with the opportunity to practise after school weekly, perform every term and perform to parents at least twice a year.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Every year group has a chance to learn, play and perform in school:

Year 3: Easter concert

Year 4: Christmas Concert and Sound Start Concerts

Year 5: Harvest concert and Sound Progress Concerts

Year 6: Celebration of Achievement (all pupils in Year 6) and Summer Soiree (selected pupils)

Singing is a regular part of all assemblies and we often visit places of interest where the pupils enjoy musical performances and concerts.

The following are experiences that the children have either performed in or enjoyed as an audience:

- Ten Pieces: joining the dots – meeting and interviewing professional musicians from BBC Symphony Orchestra via Zoom - audience
- Whole school: Rocksteady assembly – audience
- Matilda in Theatre - audience
- Alice in Wonderland (Selected pupils from Year 4,5 and 6)
- Barnardo concert at Central Hall - audience
- Whitgift Centre Carol Singing - performing
- CACFO concert - performing
- CSMA concert at Fairfield Halls - performing
- School-O-Rama- Igniting Unity and Joy through Steel Pan
- Civic Mayor Performance – audience
- Town hall Singing – turning on the Christmas lights – performing

If parents / carers are facing particular financial circumstances or qualify for pupil premium eligibility the events are free, in other cases we subsidise as much as possible.

In the future

This is about what the school is planning for subsequent years.

We plan to make these improvements in the subsequent years in curriculum music, co-curricular music and musical experiences:

- Build relationships with partner schools to encourage and advise (Jan 2025)
- Meet and Greet with local artists (singers/musicians) (Spring 2025)
- All year groups to show music and music assemblies in their plans
- School Choir to perform to neighbouring schools (Summer 2025)
- Focus on solo artist performances in School Choir and CSMA (April 2025)

Further information (optional)

Please follow this link for more information and guidance on our Schools Music Hub Partners, The Croydon School of Music and Arts (CSMA)

<https://www.croydonmusicandarts.co.uk/information-for-schools-2>

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school, please see below:

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>