



Music Enquiry Questions and Assessment Checkpoints

2023/2024 EYFS	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What sounds can musical instruments make? (Shake my sillies out)	Can you feel the beat? (Row your boat)	Which sounds are loud or quiet? (It's oh so quiet)	What does fast and slow music sound like? (Five fine bumblebees)
Teaching Sequence Components (components to be explored throughout the unit)	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <ul style="list-style-type: none"> • Sing songs observing contrasting speeds and volumes and pitch. • Clap or play a steady beat. • Listen to music and respond through movement. • Explore sounds and create their own music. 			
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Listen to music and show the beat with actions. ✓ Sing an action song with changes in speed. ✓ Play along with percussion instruments. ✓ Create a sound story using instruments to represent different animal sounds/movements. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sing a tune with 'stepping' and 'leaping' notes. ✓ Play a steady beat on percussion instruments. ✓ Make up new lyrics and vocal sounds for different kinds of transport. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify dynamics ✓ Explore dynamics with their voices and instruments. ✓ Play different instruments with control. ✓ Improvise music with different instruments, following a conductor. ✓ Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Improvise a vocal/physical soundscape about minibeasts. ✓ Sing in call-and-response and change voices to make a buzzing sound. ✓ Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. ✓ Listen to a piece of classical music and respond through dance.



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2023/2024 Year 1	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can we compose a musical picture for the Great Fire of London?	Can you feel the beat?	What is a musical theme?	What is a call and response song?
Teaching Sequence Components (components to be explored throughout the unit)	<p>C1: Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.</p> <p>C2: Compose Create short, musical patterns.</p> <p>C3: Transcribe Use symbols to represent a composition and use them to help with a performance</p> <p>C4: Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>			
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Recognise that changing the dynamics or tempo to a piece of music can create excitement and emotions. ✓ Describe how different instruments can be used to replicate different sounds 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Listen to and copy short rhythm patterns by ear. ✓ Mark rests in the song with actions, their voices, and instruments. ✓ Sing the rhythm of the melody accurately. ✓ Compose new lyrics and create short body percussion patterns to accompany the song. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Sing a simple singing game, adding actions to show a developing sense of beat. ✓ Listen actively by responding to musical signals and musical themes using appropriate movement. ✓ Create a musical movement picture. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Copy call-and-response patterns with voices and instruments. ✓ Echo sing a line independently with teacher leading, then move on to pair singing in echo format. ✓ Create musical phrases from new word rhythms that children invent.



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	<ul style="list-style-type: none"> ✓ Choose and organise musical sounds to create a composition. 	<ul style="list-style-type: none"> ✓ Play a partner clapping game while singing a song. 		<ul style="list-style-type: none"> ✓ Sing either part of a call-and-response song. ✓ Play the response sections on tuned percussion using the correct beater hold.
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2023/2024 Year 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What is a rap?	How does the music make you feel?	What is timbre?	What is Rock and Roll music?
Teaching Sequence Components (components to be explored throughout the unit)	<p>C1: Perform Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.</p> <p>C2: Compose Create short, musical patterns.</p> <p>C3: Transcribe Use symbols to represent a composition and use them to help with a performance</p> <p>C4: Describe Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>			
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Compose a 4- beat pattern ✓ Chant a rap rhythmically ✓ Play rhythms using stick notation using crotchet, minim and crotchet rest. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Listen to music and talk about loud and quiet sounds they can hear. ✓ Make a graphic score by creating and identifying a sound to match a picture. ✓ Move in time to the beat. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Select instruments and compose music to reflect an animal's character. ✓ Listen with increased concentration and respond to music by talking about them using music vocabulary, 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Sing a rock 'n' roll-style song confidently. ✓ Play an introduction on tuned percussion. ✓ Listen actively and talk about features of rock 'n' roll music.



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		<ul style="list-style-type: none"> ✓ Perform from a graphic score on classroom instruments. 	<ul style="list-style-type: none"> or physically with movement and dance. ✓ Identify different qualities of sound (timbre) and how they are made. ✓ Recognise and respond to tempo, duration, articulation, and pitch using music vocabulary, and/or movement. 	
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2023/2024 Year 3	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How do you play the violin?		How do rhythms fit together?	How are the musical elements combined to compose a musical picture of the journey of a river?
Teaching Sequence Components (components to be explored throughout the unit)	C1: Learn how to hold and play notes on the violin. C2: Sing and play short patterns by ear and from notation. C3: Learn some notes on the musical stave C4: Improvise in a call and response format C5: Take part in an ensemble performance.		C1: Perform Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group C2: Compose Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies. C3: Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. C4: Describe Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to	



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		describe and evaluate music.	
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Hold the violin correctly ✓ Play a part in a call and response with the bow and pizzicato ✓ Recognise and play crotchets, minims and rests. ✓ Learn a part and play as part of an ensemble performance. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers. ✓ Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. ✓ Rap accurately and rhythmically with dynamic contrasts. ✓ Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify and describe the structure of a piece of music. ✓ Identify and describe the musical elements of pitch, dynamics, tempo, rhythm, timbre. ✓ Create a structured composition using different timbres. ✓ Perform and appraise their composition.

2023/2024 Year 4	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What does Spanish music sound like?	What is a pentatonic scale?	What does Latin music sound like?	What is a fanfare?



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Teaching Sequence Components (components to be explored throughout the unit)	<p>C1: Perform Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group</p> <p>C2: Compose Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> <p>C3: Transcribe Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning.</p> <p>C4: Describe Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p>			
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Play repeating rhythmic patterns accurately. ✓ Count musically. ✓ Invent a melody. ✓ Fit two patterns together. ✓ Structure musical ideas into their own compositions. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. ✓ Create accompaniment patterns to a pentatonic song. ✓ Use notation to represent musical ideas. ✓ Compose a pentatonic melody. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Recognise some of the musical features of Cuban music. ✓ Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure. ✓ Sing a call-and-response song with an invented drone accompaniment. ✓ Play a one-note part in a group to make chords. ✓ Compose a 4-beat rhythm pattern. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare. ✓ Compose a fanfare using a small set of notes, and short, repeated rhythms. ✓ Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.

2023/2024 Year 5	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What is musical texture?	What does a piece of music in Ternary form sound like?	What is Reggae music?	What is orchestral music?



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<p>Teaching Sequence Components(components to be explored throughout the unit)</p>	<p>C1: Perform Sing or play expressively, with control and in tune from memory. Hold a part within a round or a harmony.</p> <p>C2: Compose Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody. Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>C3: Transcribe Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>C4: Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, Harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>			
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. ✓ Demonstrate an understanding of the history of Argentine tango. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. ✓ Notate their ideas to form a simple score to play from. ✓ Listen, appraise, and respond to music using drawings and words. ✓ Understand and recognise ternary form. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sing the verse in unison and the Chorus in harmony. ✓ Know what a triad is and how to play one. ✓ Play the chords D and G major, following a score of the chorus. ✓ Play a melodic riff (or melody of the Chorus) by ear. ✓ Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ listen and reflect on a piece of orchestral music using appropriate musical vocabulary. ✓ Invent their own musical motifs and structure them into a piece. ✓ Perform as an ensemble. learn musical language appropriate to the task



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2023/2024 Year 6	Spring 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	What is a Theme and Variations?	What does syncopated music sound like?	What is singing in harmony?	
Teaching Sequence Components (components to be explored throughout the unit)	<p>C1: Perform Sing or play expressively, with control and in tune from memory. Hold a part within a round or a harmony.</p> <p>C2: Compose Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody. Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>C3: Transcribe Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>C4: Describe Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, Harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>			
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Create variations using a wide variety of composing techniques. ✓ Improvise on top of a repeating bassline. ✓ Decipher a graphic score. ✓ Play Twinkle, twinkle little star. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Move in time with the beat of the music. ✓ Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. ✓ Perform vocal percussion as part of an ensemble. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Sing from memory and with confidence ✓ Perform as part of an ensemble. ✓ Sing expressively and in tune. ✓ Hold a part within a round. ✓ Perform with controlled breathing. 	



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		<ul style="list-style-type: none">✓ Listen and reflect on a piece of orchestral music, using appropriate vocabulary.✓ Create their own Latin inspired rhythmic ostinatos.	
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