



**Artsmark  
Gold Award**  
Awarded by Arts  
Council England



# Music EYFS – Y6

- Intent, implementation and impact
- Music@ Nanledra
- Programme of study
- Skills coverage (including by cycle and phase)
- Skills progression
- Music SEND Adaptions



# Music



## Implementation:

Our Music Curriculum skills progression in singing, composing, notation and instrumental playing. All children are taught whole class recorders, tuned percussion and ukulele, weekly by a Specialist Primary Music Teacher.

We access funding from Astone Hub for First Access delivered Cornwall Music Service Trust. Previously this was ukulele we are moving to Music Technology First access using iPads. Our Year 2 Children are currently studying whole class violin as part of an inspirations project.

We participate in concerts at The Minack Theatre, Hall for Cornwall, Truro Cathedral and School productions. This gives our children the opportunity to develop perform at renowned venues.

Our Choir regularly performs to our local community and beyond. For example, being part of the BBC Children in Need Choir and singing to the G7 World leaders Wives and Partners. An equally important event is singing Christmas songs to elderly residents in a local Care Home. Choir is open to all children in Key Stage 2.

We have weekly singing assemblies for all children.

We offer of peripatetic lessons in Piano, Guitar, Brass, Woodwind and Strings using teachers from Cornwall Music Service Trust, with subsidies available via Astone Music Hub. The children who have instrumental lessons meet weekly as an ensemble for the school band. They also perform in assembly and bring their instruments to composing lessons.

**Resources:** We use Sing up and Charanga as resources but not schemes. We have written our own bespoke curriculum.

## Intent:

Music at Nancledra School is a subject studied in its's own academic right, rather than being linked to other subjects. It is important to give our children a strong foundation of musical skills, knowledge and understanding to enable them to make progression using practical skills. Our lessons are practical with a clear skills progression as children travel through the school. We use a mastery approach to enable children to develop their skills individually. Music is also a medium for children to nurture their confidence through performing, meaning that our children do not just develop musical skills but also have a journey of personal growth. Our aim is that children leave Nancledra as confident and proud performers with a strong academic knowledge of Music.

## Impact:

Children understand and use basic formal music notation whilst playing instruments. Music is valued by the whole school community, this furthers the enjoyment and respect which the children have for Music

Children have confidence and pride when performing which we have nurtured and developed through their own musical journey. Children gain opportunities through music which will become life long memories for them.

Our school is a nominated Music Mark School and we received Artsmark Gold Status in 2023



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# Music@Nanledra



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## Aims:

The national curriculum for music aims to ensure that all pupils:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

By the end of the EYFS I will know how to...

- Express likes and dislikes about music
- Compose and perform
- Manipulate and combine sounds
- Follow a rhythm
- Express my imagination and creativity
- Share and talk about my creations
- Sing a range of rhymes and songs
- Play untuned and tuned instruments
- Keep a steady beat
- Perform
- Express my imagination and creativity
- Join and sequence of different moments
- Share and talk about my movement
- Transfer my weight from one body part to another
- Balance
- Negotiate space
- Move their body in different ways and in different directions
- Move in time to music

## Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

## Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year A	Reception Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn1	Getting to know our voices	Introduction to Notation	Tuned Percussion 1	Tuned Percussion 2	Recorders 4	Recorders 5
Autumn 2	Singing and Christmas music	Singing and Christmas Music	Singing and Christmas Music	Singing and Christmas Music	Singing and Christmas Music	Singing and Christmas Music
Spring 1	Songs from Stories	Getting to know and play our instruments	Composing Theme A	Composing Theme A	Music Technology 1 First access	Music Technology 2 First access
Spring 2	Songs from around the world (Journey's)	Recorders 1	Recorders 2	Recorders 3	Music Technology 1 First access Composing	Music Technology 2 First access Composing
Summer 1	Local Cornish music	Inspirations Project whole Class Violin	Minack Musical	Minack Musical	Tuned Percussion 3	Tuned Percussion 4
Summer 2	Music with movement	Inspirations Project whole Class Violin	Minack Musical	Minack Musical	Ukulele 1	Ukulele 2



Year B	Reception/Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn1	Getting to know our voices	Introduction to Notation	Tuned Percussion 1	Tuned Percussion 2	Recorders 4	Recorders 5
Autumn 2	Singing and Christmas music	Singing and Christmas Music	Singing and Christmas Music	Singing and Christmas Music	Singing and Christmas Music	Singing and Christmas Music
Spring 1	Introduction to instruments	Getting to know and play our instruments	<b>Composing theme B</b>	Composing Theme B	Music Technology 1 <b>First Access</b>	Music Technology 2 <b>First Access</b>
Spring 2	Pulse and Tempo	Recorders 1	Recorders 2	Recorders 3	Music Technology 1 <b>First Access</b> Composing	Music Technology 1 <b>First Access</b> Composing
Summer 1	Call and response introduction to 2 part singing.	Whole Class violin inspirations project	<b>Minack Musical</b>	<b>Minack Musical</b>	Tuned Percussion 3	Tuned Percussion 4
Summer 2	Songs from the Sea	Whole Class violin inspirations project	<b>Minack Musical</b>	<b>Minack Musical</b>	Ukulele 1	Ukulele



# Nanclendra School Music Skills Progression

	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instrumental Playing	Untuned Percussion	Untuned Percussion with some tuned percussion	Tuned percussion Ostinato Patterns	Tuned Percussion Ostinato patterns	Tuned Percussion Ostinato patterns and melodies	Tuned Percussion Ostinato Patterns and melodies
		Recorder note B  Violin Open Notes	Recorder notes B and A	Recorder notes B, A, and G	Recorder notes B, A, G, introducing C	Recorder notes B, A, G, C
					Ukulele Strings GCEA Chords C and F	Ukulele Strings GCEA Chords C, F, G7 and G



	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composing	Improvising using voice and egg shakers/clapping.	Introduction to composing using notation and improvising.	Composing using percussion and tuned instruments including instruments from children who have instrumental lessons. Inspiration currently from Holst's Planets Suite and Debussy's La Mer. 3 sections of repeated bars, beginning middle end	Composing using percussion and tuned instruments including instruments from children who have instrumental lessons. Inspiration currently from Holst's Planets Suite and Debussy's La Mer. 3 sections of repeated bars, beginning middle end. Children begin to notate their own scores.	Composing using iPads using Garage Band via first access.	Composing using iPads using Garage Band via first access.





	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing</b>	<ul style="list-style-type: none"> <li>*Finding their voice</li> <li>*Developing call and response from the teacher and copying</li> <li>*Sing simple songs from memory</li> <li>*Make changes to their voices</li> <li>*Develop and awareness of their voice singing on their own.</li> <li>*Making improvements in pitch and tuning</li> </ul>	<ul style="list-style-type: none"> <li>*Further develop their individual voice</li> <li>*Sing in groups call and response songs confidently</li> <li>* Develop singing in rounds</li> </ul>	<ul style="list-style-type: none"> <li>*Sing an increasing number of songs from memory</li> <li>* Partner songs</li> <li>*Begin singing and performing on their own with greater confidence</li> <li>*Begin to sing with mood and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing confidently as a solo</li> <li>*Sing in large groups and small groups developing their own parts</li> <li>*Sing partner songs with confidence</li> <li>*Begin to develop singing the melody over a harmony.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing and perform solos to an audience</li> <li>*Making improvements and fine tuning in pitch.</li> <li>*Develop singing a harmony underneath the melody.</li> <li>*Begin to use expression and harmonic sound to create a powerful performance.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing and perform solos to an audience</li> <li>**Making improvements and fine tuning in pitch. Especially when singing a harmony.</li> <li>*Start to add more layers to harmony, leading a harmony and adding a descant to two part harmony.</li> </ul>



	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation	Semi breve Minim Crotchet Rest Quaver  (Exposure of)	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures Introducing pitch	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures Pitch (lines, spaces EGBDF and FACE)	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures Pitch (lines, spaces EGBDF and FACE) Sharps and Flats



	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements	Pitch Dynamics Tempo Duration	Pitch Dynamics Tempo Duration Timbre	Pitch Dynamics Tempo Duration Timbre Structure	Pitch Dynamics Tempo Duration Timbre Structure	Pitch Dynamics Tempo Duration Timbre Structure	Pitch Dynamics Tempo Duration Timbre Structure
Performance Opportunities	School Christmas Performance	School Christmas Performance Violin Recital	School Christmas Performance Minack Performance Instrumental Recital	School Christmas Performance Minack performance Instrumental Recital	School Christmas Performance Tate Festival Instrumental Recital	School Christmas Performance Tate Festival Instrumental Recital
Genres	Classical, Rock, Pop, Jazz, Music from different countries, folk	Classical, Rock, Pop, Jazz, Music from different countries, folk, Jazz, Blues	Classical, Rock, Pop, Jazz, Music from different countries, folk,	Classical, Rock, Pop, Jazz, Music from different countries, folk,	Classical, Rock, Pop, Jazz, Music from different countries, folk,	Classical, Rock, Pop, Jazz, Music from different countries, folk,





	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	Children listen to a wide range of music from all Era's, genres and different countries within each lessons. For example listening to recorder from the Baroque Era. Sea shanties when linking to Sea Topics. Orchestral music and following how the orchestra grows in size and instrumentation as the Era's develop. Our listening links very closely with the MMC.					
<b>Composers</b>	Saint Saens-Carnival of Animals Mozart-Variations Twinkle Twinkle Little Star Haydn-Surprise Symphony , Baroque Composers-Purcell, Telemann, Peter and the Wolf-Prokofiev					
<b>Resources</b>	Singing: Sing Up Recorders: Razzamajazz. and Red Hot Recorder by Sarah Watts. Tuned Percussion: Developing Musical Skills by Music Express Ukulele:Charanga Ukulele course.					
<b>Annual Links</b>	Joint Schools Concerts with Cornwall Music Trust. Cornish Singing Schools Prrojects alongside other schools with a live band at a Performance Venue. Minack Theatre Performances. Christmas performances and Christmas at the Tate Festival.					



For all children with these needs, to develop a strong relationship with parents to continually adapt to their needs.

FOUR BROAD AREAS OF NEED IDENTIFIED IN THE SEND CODE OF PRACTICE

**COMMUNICATION & INTERACTION**

**Includes social communication and interaction, ASD, SLCN (speech, language, and communication needs)**

**COGNITION & LEARNING**

MLD (Moderate learning difficulties)  
SLD (Severe)-likely to need support in all areas of curriculum and associated difficulties with mobility and communication.  
PMLD (Profound and multiple) likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.  
SpLD (Specific learning difficulty) e.g. dyslexia, dyscalculia, dyspraxia

**SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES**

Manifested in many ways: challenging behaviour, withdrawn or anxious.  
Underlying mental health difficulties might include anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained.  
Disorders might include ADD, ADHD or attachment

**PHYSICAL &/OR SENSORY NEEDS**

VI (Vision impairment)  
HI (hearing impairment)  
MSI (multi-sensory impairment)  
PD (physical disability)



Specific Need	All Lessons	Singing	Theory	Recorders	Ukulele	Tuned Percussion	Composing
SLD (Severe)-likely to need support in all areas of curriculum and associated difficulties with mobility and communication . PMLD (Profound and multiple) likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.	1:1 with shared lesson plan and playlist.	Familiar and repetitive warm-ups, audio files sent home to improve familiarity.	Laminated notation pack where size of note helps child make one bar adding up to 4.	Multimorph moulded to the shape of child's hand, also covering top two holes of recorder to produce clearer sound or Nuvo recorders depending on which more appropriate.	Stickers for chords, if too difficult use one string from the tonic or dominant chord of the song.	Ostinato patterns rather than melodies on chime bars set in order. Larger beaters because they are easier to hold, can use one beater.	1:1 to use graphic score if needed, so that the activities are easier to follow.
Social and Emotional Health	Seating positioning within the circle, so feel secure and less exposed.	Check that songs are not emotionally triggering from	Short learning activity so that not	Ear defenders if too noisy.	Use plectrums so that it is a softer touch.	Work on confidence for physical 'bouncy hands' with beaters, not to rigid.	Ensure grouping is a positive experience with subtle adult support.



Specific Need	All Lessons	Singing	Theory	Recorders	Ukulele	Tuned Percussion	Composing
<b>ASD</b>	Visual Board, so children can pace themselves, with 'Now and 'Next'. Sensory Breaks (stand up songs).	Familiar and repetitive warm-ups to regulate anxiety. 'Tummy time' whilst listening to music for calming proprioceptive senses.	Higher Functioning: Notation by Octave Lower Functioning: EGBDF FACE Mnemonic	Coloured notation (taken from ASD traffic light system). Green for notes, red for rests.	Dots on frets for specific chords. Do not re-tune for left handed because the visuals do not match.	Higher functioning: Sensory theory breaks. Lower Functioning: Chime bars played in order.	Ear defenders to help regulate noise hyperstimulation.
<b>Speech, Language, and Communication</b>	Clear, simple speech so children can model back and understand more clearly.	Talking Tins for Pre- Verbal children. Makaton signing for some songs.	Use blanks levels of questioning to link with speech and language targets.	Beatbox warm- up to help with tonguing.	Play but not sing at the same time.	Clap and air play to have strong muscle memory of the song.	Teacher help with interpreting the children's musical ideas and notating them.
<b>SpLD (Specific learning difficulty) dyslexia, dyscalculia, dyspraxia</b>	Short bursts of activities.	Audio of songs sent home with lyrics to help reinforce learning.	Coloured paper in the child's preferred colour and font with a larger font size.	Music stands so that music is at eye level.	Use iPad for visual play along so it's physically closer to them.	Use coloured chime bars to separate notes if easier.	Teacher to help with notation.

Specific Need	All Lessons	Singing	Theory	Recorders	Ukulele	Tuned Percussion	Composing
<b>ADHD and ADD</b>	Visual Board, so children can pace themselves, with 'Now and 'Next'. Sensory Breaks (stand up songs).	Familiar and repetitive warm-ups to regulate anxiety. 'Tummy time' whilst listening to music for calming proprioceptive senses.	Short bursts put into practice using muscle memory with instruments.	Short songs, building up on skills using mastery approach. Lots of short activities.	Short songs, visual whiteboard with not on.	Short songs, building up on skills using mastery approach. Lots of short activities.	Ear defenders to help regulate noise hyperstimulation.
<b>Vision Impairment</b>	Individual help depending on need, such as iPad with colour filter and larger font.	Audio files sent home to improve familiarity.	Coloured paper and larger font. iPad to read off screen if preferred.	Muscle memory for fingers, so that less reliant on notation	Use big screen, and sit near the front to look at play along fingers and strings.	Write in dark colours, note names on keys, or if needed bigger use chime bars	Larger score, with individual notation.
<b>Hearing Impairment</b>	Makaton reinforcement and some BSL if used. Shoes off so that vibrations can be felt.	Singing and signing at the same time.	Clapping notation to create a visual cue for the duration of the note.	Turn off hearing aid.	Use big screen as a visual for timing.	Use ear defenders if sound is too ringing.	Turn off hearing aid.