

Music at Bomere Heath

At Bomere Heath C.E. Primary School, we are proud to offer our children a wide range of musical experiences and a thorough music curriculum throughout their time at our school. This enables our children to leave the school understanding the wonder of music and the part music can play in their lives and has played in human society through history.

Our School Vision

'With God all things are possible.' Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all.

Our core Christian values on which we base our curriculum and expectations are: Love, Hope & Respect

Intent

At Bomere Heath C of E Primary school, our intent is to deliver a high-quality music education. The statement below outlines the goals and intentions of the music curriculum. These are the key components:

1. **High-Quality Music Curriculum:** The school aims to provide a well-rounded and robust music education, ensuring that students receive comprehensive instruction in music.
2. **Inspire Enjoyment:** A primary goal is to foster a love and appreciation of music among students, encouraging them to enjoy and engage with music in various forms.
3. **Promote Critical Listening Skills:** The curriculum emphasizes the development of students' ability to listen attentively and critically, enabling them to understand and appreciate different aspects of music.
4. **Self-Confidence in Performance and Composition:** The school seeks to build students' confidence in their musical abilities, particularly in performing and composing their own music.
5. **Collaboration:** The curriculum encourages students to work together, recognizing the importance of collaboration in musical endeavors.

6. **Cultural Enrichment:** The school aims to broaden students' cultural horizons by exposing them to diverse musical experiences and opportunities, thereby enriching their overall educational experience.
7. **Exciting and Wide-Ranging Opportunities:** The school intends to provide a variety of musical experiences, ensuring that students have access to different genres, instruments, and performance opportunities.

Overall, the statement reflects a comprehensive and well-rounded approach to music education, aiming to cultivate both technical skills and a deep appreciation for music in students.

We also embrace the rationale of the power of music as stated in The New Model Music Curriculum;

*Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.**

Implementation

At Bomere Heath C of E Primary School, we use a thematic approach as a foundation for delivering our creative music curriculum.

Curriculum

Music lessons are linked to theme for the term. This theme is taken from a historical, geographical or scientific perspective. Woven within each lesson are the key musical skills & learning objectives taken from the MMC (Model Music Curriculum) appropriate for each mixed aged class. This also connects the interrelated strands of singing, playing, improvisation, composing, listening & appraising. Following this approach allows a fully integrated approach to musical development as well as supporting cross-curricular themes.

A Shropshire Music Services Music (SMS) specialist delivers weekly music lessons to each class.

EYFS

Children within the Reception class follow the EYFS curriculum for Music.

This is incorporated into the weekly music lesson. Through out the year the children will learn to:

*Create their own songs or improvise a song around one they know.

*Play instruments with increasing control to express their feelings and ideas. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs.

(Taken from 'Early Years Matter – Musical Development Matters, 2021)

Worship

Pupils participate in whole school Worship sessions each Tuesday morning, led by the SMS specialist. These sessions have a monthly theme which is taken from the schools's core Christian values of Love, Hope & Respect.

The values have been developed to include:

Love – Trust and Friendship

Hope – Perseverance and Wisdom

Respect – Forgiveness and Tolerance

Songs are chosen with the monthly theme in mind and also songs for the celebrations of the time of year, i.e. Harvest, Christmas, Easter etc.

Listening

Within the Worship assembly the children also listen to music from the “Musician of the Week”. This is linked to a particular composer, artist or musician. This listening activity covers recommended listening pieces in the MMC. (See the tables on P. 34-35 on the [Model Music Curriculum](#))

Listening & Appraising also from an important part of the weekly curriculum lesson

Whole Class Instrumental Lessons

*Children in Year 3 learn the descant recorder

*Children in Year 4 learn the Pbuzz (beginner instrument as an introduction to playing Brass instruments).

*Children in Year 5 learn to play the Cornet (following on from Year 4)

These lessons teach the children to read musical notation, how to look after an instrument and develop an understanding of how to play the instrument.

It also teaches the children collaborative performance skills

*Children can also participate in small group percussion lessons through the year (at a cost)

Performances

All children perform in front of an audience on a regular basis.

This may happen in Church Services – Harvest, Christingle, Easter, Trinity Day or in other musical events through out the year, e.g. Nativity, School Production, Musical Sharing Assembly, Christmas & Summer Fayre.

SEND

At Bomere Heath C of E Primary School all children are entitled to participate in Music making. Children with SEND are supported by Teaching Assistants within Music Lessons

Enrichment Opportunities

Bomere Heath C of E Primary school offers an afterschool Choir club (free of charge) where children of all ages, learn to sing songs from a wide range of genres & also perform at specific events.

All children in KS2 are offered the chance to attend the ‘Young Voices’ event.

All children in KS1/KS2 are offered the chance to attend the ‘Shropshire Sings’ event.

Instrumental Lesson

One to one instrumental lessons are offered through SMS on percussion & keyboard instruments. Other instruments maybe offered if sufficient demand is there.

Instrumental Ensembles

SMS offers a number of Instrumental & Vocal Ensembles around the County, that are free of charge.

Please see link: <https://www.shropshiremusicservice.org.uk/services/ensembles/>

Impact

At Bomere Heath C of E Primary School we ensure that there is progression in learning and that the children experience, appreciate and participate in a wide range of musical activities.

We assess the impact of our curriculum through various methods:

Each teaching unit incorporates musical learning statements designed to guide instruction. While these are not formal assessment tools, they are used by our Music Specialist to identify students' progress over time—highlighting those who meet expectations, those working towards them, and those who excel and demonstrate deeper understanding. This approach offers a holistic view rather than relying on tick charts or formal tests, as we prioritize meaningful teaching, learning, and participation.

Most importantly, our students' genuine passion for singing, creating, and performing music is clearly evident in a variety of ways & experiences.



References/Links:

Dfe publication [The New Model Music Curriculum](#) (March 2021) P.4

Shropshire Music Service - <https://www.shropshiremusicservice.org.uk/>

The Power of Music to Change Lives (NMPE) <https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education>

EYFS – Music in the Early Years

<https://early-education.org.uk/wp-content/uploads/2021/12/Musical-Development-Matters-ONLINE.pdf>



Progression of Music Curriculum Skills from **EYFS** to **Key Stage Two**

Shropshire Music Service

Progression of Music Curriculum Skills from **EYFS** to **Key Stage Two**

Draft 1.0
November 2019

Early Years Foundation Stage



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ARTS COUNCIL ENGLAND

Statements for Music in the Early Years Foundations Stage are based on 'Early Years Outcomes' (Department for Education, September 2013) and the Sounds of Intent Framework (University of Roehampton, 2002).

National Curriculum Links

KS1	Pupils should be taught to:
1a	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
1b	Play tuned and untuned instruments musically
1c	Listen with concentration and understanding to a range of high-quality live and recorded music
1d	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

Progression Scheme for Singing

STAGES	STAGE A	STAGE B	STAGE C	STAGE D
Key Stage guide	EYFS	NC : KS1	NC : Lower KS2	NC : Upper KS2

S.1 Engagement and Using the Voice	Enjoys joining in with familiar rhymes and songs.	1a	Enjoys joining in with chants, rhymes and singing simple songs.	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times.	2a 2e 2f	Sings confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times.
	Makes a variety of vocal sounds including speaking and singing.	1a	Uses own voice in a variety of ways, with growing confidence, exploring the sounds a speaking and singing voice make.	2a	Uses own voice in a variety of ways, including vocal warm ups.	2a	Understands why and how to warm up the voice.
S.2 Pitch Skills	Sings cuckoo notes (3 rd)	1a	Sings broadly in tune within a limited pitch range (octave) and with the sense of the shape of a melody or intervals jumps.	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps.	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.
	Sings a widening range of notes (5 th), following the melodic shape of a familiar song.	1a	Imitates vocal sounds and melodic shapes.	1a	Imitates melodic patterns in echoes.		
S.3 Singing with Control and Expression	Begins to enjoy experimenting with changing a song (e.g. dynamics, tempo)	1a	Begins to control steady expressive changes in songs and chants (e.g. dynamics, tempo).	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.
				2a	Sings with clear diction and breathing.	2a	Sings with an awareness of breathing, posture and diction.
S.4 Ensemble skills and part- singing	Makes own sounds to get a response. Enjoys taking turns.	1a	Sings in unison, in small and large groups, and may sing solo.	2a	Sings in unison and in short solos.	2a	Sings confidently in unison and solo.
	Enjoys singing with others, gradually more in time and in tune.	1a	Sings in time with others, with or without an accompaniment.	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).
	Starts and stops to a variety of signals.	1a	Follows simple musical instructions (e.g. start and stop).	2a 2c	Follows musical instructions (e.g. dynamic changes).	2a	Follows more complex musical instructions (e.g. in part singing).
S.5 Performing	May enjoy singing solo and in a group.	1a	Performs in a group with a good sense of pulse and rhythm, knowing when to start and stop.	2a	Performs confidently in a group and may occasionally perform a solo.	2a	Performs confidently in a group and solo with expression and variety.

		1a	Beginning to be aware of an audience during special performances.	2a	Shows an awareness of audience and a sense of occasion during special performances.	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.
S.6 Understanding song structure	Internalises songs and makes up alternative endings. Grasps simple structures (e.g. verse & chorus AB)	1c	Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song).	2a	Recognises different song structures (call and response, verse and chorus, cumulative).	2a	Understands more complex song structures.
				2c		2c	
				2a	Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.	2a	Identifies phrases through breathing appropriately.
				2c			

Progression Scheme for Playing

STAGES	STAGE A	STAGE B	STAGE C	STAGE D
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Key Stage guide	EYFS	NC	KS1	NC	Lower KS2	NC	Upper KS2
P.1 Creating and Exploring Sound	Makes sounds confidently in different contexts by banging, shaking or blowing using body and objects.	1b 1d	Enjoys playing and exploring sounds.	2a 2b	Confidently explores and creates sounds.	2a 2b	Creates and performs sounds with accuracy
P.2 Controlling Sounds on Instruments (keeps beat, dynamics,tempo)	Makes regular beats.	1b	Keeps a steady pulse	2a 2c	Plays a steady beat, internalising pulse. Indicates steady beat by movement including in silence	2a 2c	Plays with others keeping to a common pulse
	Shows control in holding and playing instruments. Learns how sounds can be changed and plays instruments in a variety of ways.	1b 1b	Controls and demonstrates changes in dynamics and tempo Shows control, playing clearly and with increasing confidence	2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando	2a 2b 2c	Plays instruments with confidence and expression
	Uses sounds to symbolise things.	1b 1d 1b	Selects instrumental timbres to create sound effects Selects high/low ascending/ descending pitches where appropriate.				
P.3 Rhythm Skills (playing a pattern, etc)	Makes rhythmic patterns by repeating sounds deliberately. Plays chunks of rhythms or syllables of names/words.	1b 1c 1b 1b	Responds to sounds of different duration Recognises difference between long and short sounds Recognises and copies simple patterns of long/short sounds	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse	2a 2b 2a 2c 2a 2c	Performs complex rhythmic patterns to an internalised pulse Recognises a metre of 3 & 4 Recognises a change in metre
P.4 Pitch Skills	Makes melodic patterns by repeating sounds deliberately.	1b 1d	Identifies and selects high/low high/low ascending/ descending pitches where appropriate.	2a	Performs simple melodies and pitched ostinati to an internalised pulse	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse

		1b	Plays simple melodic patterns				
P.5 Ensemble skills	Plays with others. Can start and stop to a variety of signals. Follows directions.	1b	Follows instructions on when to play	2a	Follows a leader directing changes and start/stops.	2a	Leads a group and follows a leader directing changes in musical expression
	Deliberately copies sounds, words or vocal noises others make and plays sounds for others to copy.			2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat	2a 2b 2c	Maintains an independent part in an ensemble
				2a 2c	Recognises the melodic line and an accompaniment in a texture	2c	Understands how the texture might vary
P.6 Playing from Notation	Can change how they play when following 2 pictures (e.g. loud for a lion and quiet for mouse)	1b	Plays from a picture score	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)
P.7 Performing	Plays with others and follows directions.	1b	Performs in a group with good sense of pulse and rhythm	2a	Performs with an awareness of a group and to an audience	2a	Performs confidently in a group and solo, with expression and variety.
P.8 Understanding instruments and how they are played	Identifies and match instrumental sounds.	1b 1d	Matches selected sounds with their pictured source	2b	Selects appropriate instruments and plays in a variety of ways	2a 2b	Organises sounds effectively using a variety of instruments and styles
	Describes the sounds of instruments.	1b 1d	Uses sound words or phrases to describe selected sounds and the ways in which they are produced				

Progression Scheme for Improvising and Composing

STAGES	STAGE A		STAGE B		STAGE C		STAGE D
Key Stage guide	EYFS	NC	KS1	NC	Lower KS2	NC	Upper KS2

IC.1 Exploring Sounds	Makes sounds with voice, body & objects.	1a 1b 1d	Explores sounds with voice, body or instruments	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments.	2b	Selects and use instruments, creative sound-makers or playing techniques to improvise sounds or patterns.
IC.2 Choosing and Organising Sounds	Uses sounds to symbolise things or chooses the sound they want e.g. loud or quiet	1d	Selects sounds to represent ideas and feelings.	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.
IC.3 Creating music within structures	Fills in missing word from a rhyme or song	1a 1d	Improvises within given songs, chants or ostinati.	2a 2b	Creates rhythms, melodies, lyrics or accompaniments within simple or given musical structures.	2a 2b	Creates and combines rhythms, melodies, harmonies or lyrics within own musical pieces effectively.
1C.4 Improvising to demonstrate musical ideas	Improvises different ways to play instruments. Makes suggestions.	1b 1d	Improvises to demonstrate a simple musical idea (loud/quiet, fast/slow, high/low).	2a 2b	Improvises, with growing confidence and control with voice or instruments to demonstrate musical changes or contrasts.	2a 2b	Improvises imaginatively and expressively with voice or instruments using inter-related dimensions of music.
IC.5 Communicating ideas or moods	Uses sounds to symbolise ideas. Uses facial expressions or vocal changes to indicate moods or emotions.	1b 1d	Improvises or composes to communicate ideas or moods.	2a 2b	Improvises and composes effectively to communicate ideas or moods	2b	Improvises and composes imaginatively to communicate ideas & moods
IC.6 Improvising rhythms & tunes	Improvise new pieces in time and in tune	1b 1d	Improvises simple rhythms or tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato or chord sequence)	2a 2b	Improvises rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.
IC.7 Creating and Performing own music in a group	Responds to others by making own sound Makes sounds to get a response.	1d	Contributes ideas to a composition and perform this solo or as a class or group.	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces
IC.8 Using Notation		1d	Uses pictures, graphic symbols or rhythm notation as support to improvise, compose or record own music.	2b 2d	Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions.	2b 2d	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise, compose and record own compositions.

Progression Scheme for Critical Engagement (Listening and Appraising)

STAGES	STAGE A	STAGE B		STAGE C		STAGE D	
Key Stage guide	EYFS	NC	KS1	NC	Lower KS2	NC	Upper KS2
CE.1 Listening to a Range of Live, Recorded and own Music.	Follows with eyes/turns head to a sound source. Attend to music all the way through.	1c	Listens with growing focus to a range to high quality live and recorded music.	2c 2e 2f	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.	2c 2e 2f	Listens to and evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.
CE.2 Differentiating between Sounds	Identifies sounds as, e.g. environmental sounds or those that match instruments	1c	Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo, etc.	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.
CE.3 Recognising and Recalling	Recognises distinctive chunks of music and accurately anticipates changes. Increasingly joins in with regular songs or rhymes.	1c	Recalls simple rhythmic and melodic phrases.	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy	2c	Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.
CE.4 Responding through movement	Responds to a wide variety of different sounds, regular beats and patterns of regular change in sound.	1c	Responds to sounds or music through physical movements.	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).
CE.5 Describing and appraising	Describes e.g. the mood of music (e.g. happy) or sounds of instruments	1c	Listens and shares comments and opinions about music, including to own work.	2c	Listens to own music, commenting on it in order to improve it.	2c	Listens to own work and others with discernment, and share opinions, using these ideas to improve own work.