

# HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

## Curriculum Outcomes Grid –

Reception

Name: \_\_\_\_\_.

RECEPTION	3 and 4 Year Olds	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
	Children in Reception	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>
	Early Learning Goal	<p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Unit	Listening and Musicianship (Games)	Singing and Performance	Notation, Improvising and Composing	Instrumentation
Autumn: Hey You (Autumn 1)  Rhythm in the way we walk & the banana rap (Autumn 2)	<ul style="list-style-type: none"> <li>Move and dance with the music</li> <li>Join in sections of the song eg. chorus</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate good singing posture</li> <li>Sing songs from memory</li> <li>Sing in unison</li> <li>Add actions to a song</li> <li>Choose a well-known song/songs to perform to a well-known audience</li> </ul>		
Spring: In the Grove (Spring 1)  Round & Round (Spring 2)	<ul style="list-style-type: none"> <li>Recognise some band and orchestra instruments</li> <li>Describe dynamics as loud and quiet</li> </ul>		<ul style="list-style-type: none"> <li>Explore improvisation using one or two notes at a time</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrument part by ear or from simple notation</li> </ul>
Summer: Your Imagination (Summer 1)  Reflect, Rewind, Replay (Summer 2)	<ul style="list-style-type: none"> <li>Begin to understand where the music fits in the world</li> </ul>	<ul style="list-style-type: none"> <li>Sing in intervals of an octave and fifth (high and low)</li> <li>Play some simple instrumental parts</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple melody using crotchet and minims</li> <li>Understand what crotchets, quavers and minims are</li> </ul>	<ul style="list-style-type: none"> <li>Learn to play an instrumental part that matches their musical challenge</li> </ul>
Musical Skills	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat</li> <li>Copy back simple rhythmic patterns using long and short</li> <li>Copy back simple melodic patterns using high and low</li> <li>Talk about feelings created by the music/song</li> <li>Begin to understand different styles of music</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy and have fun performing</li> <li>Gain confidence singing in groups/pairs as well as solo performance</li> <li>Be able to follow a leader/conductor</li> <li>To suggest ideas of improvement to add to a performance</li> </ul>	<ul style="list-style-type: none"> <li>Understand what improvising is</li> <li>Understand what composing is</li> <li>To improvise melodies and rhythms using your voice (high and low games)</li> </ul>	<ul style="list-style-type: none"> <li>To respect and treat instruments with care</li> <li>Learn to follow instructions from a leader/conductor for stopping and starting</li> </ul>

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Autumn: Hands, Feet, Heart (Autumn 1)  Ho Ho Ho (Autumn 2)	<ul style="list-style-type: none"> <li>Move and dance with the music confidently</li> <li>Join in sections of the song eg. call and response</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir</li> <li>Demonstrate good singing posture</li> <li>Sing songs from memory and/or notation</li> <li>Sing in unison and sometimes in parts</li> <li>Add actions to a song</li> <li>Move confidently to a steady beat</li> <li>Join in sections of the song eg. chorus</li> </ul>		
Spring: I Wanna Play in a Band (Spring 1)  Zootime (Spring 2)	<ul style="list-style-type: none"> <li>Describe the tempo as fast or slow</li> <li>Describe the dynamics as loud or quiet</li> <li>Recognise some band and orchestral instruments</li> </ul>	<ul style="list-style-type: none"> <li>Understand and follow the leader or conductor</li> <li>Practice, rehearse and share a song that has been learned in the lesson, from memory or notation with confidence (instrument performance)</li> </ul>	<ul style="list-style-type: none"> <li>Explore improvisation using 3 to 5 notes</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation</li> </ul>
Summer: Friendship Song (Summer 1)  Reflect, Rewind, Replay (Summer 2)		<ul style="list-style-type: none"> <li>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple melody using crotchets and minims</li> <li>Understand how to count crotchets, quavers and minims</li> <li>Understand how to notate crotchets, quavers and minims</li> </ul>	
Musical Skills	<ul style="list-style-type: none"> <li>Use body percussion, instruments and voices</li> <li>Find and keep a steady beat</li> <li>Copy back simple rhythmic patterns using long and short</li> <li>Copy back simple melodic patterns using high and low</li> <li>Talk about how the song makes you feel</li> <li>Start to talk about the style of a song</li> <li>Start to talk about where music might fit into the world</li> </ul>	<ul style="list-style-type: none"> <li>Sing to communicate the meaning of words</li> <li>Begin to talk about and understand the style of music</li> <li>Talk about what the song means and why it was chosen to share</li> <li>Talk about the difference between rehearsing a song and performing it</li> <li>Understand why we warm up our voices</li> <li>Continue to sing in intervals of an octave and fifth (high and low)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to understand what improvisation is</li> <li>To understand that composing music is telling a story</li> </ul>	<ul style="list-style-type: none"> <li>Continue to treat and care for our instruments</li> <li>Play an instrument more confidently</li> </ul>

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Unit	Listening and Musicianship (Games)	Singing and Performance	Notation, Improvising and Composing	Instrumentation
Autumn: Let your Spirit Fly (Autumn 1)  Glock Stage 1 (Autumn 2)	<ul style="list-style-type: none"> <li>Confidently identify pulse and move to the beat</li> <li>Think and discuss about what the words of the song(s) mean</li> </ul>	<ul style="list-style-type: none"> <li>Sing as part of a choir and in unison</li> <li>Demonstrate good singing posture</li> <li>Sing unit songs from memory and/or notation</li> <li>Sing with awareness of following the beat</li> <li>Sing with attention to clear diction</li> <li>Sing expressively, with attention to the meaning of the words</li> <li>Begin singing 'in tune'</li> </ul>		
Spring: Three Little Birds (Spring 1)  The Dragon Song (Spring 2)	<ul style="list-style-type: none"> <li>Copy back and improvise simple melodic patterns using body percussion</li> <li>Invent different actions to move in time with the music</li> <li>Identify some instruments you can hear playing</li> <li>Identify if it's a male or female voice</li> </ul>	<ul style="list-style-type: none"> <li>Understand and follow the leader or conductor</li> <li>Copy back simple melodic phrases using the voice</li> </ul>	<ul style="list-style-type: none"> <li>Copy back and improvise simple melodic patterns</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation</li> <li>Understand that using 2-3 notes confidently, is better than 5 notes</li> </ul>	
Summer: Bringing us Together (Summer 1)  Reflect, Rewind, Replay (Summer 2)		<ul style="list-style-type: none"> <li>Include any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</li> </ul>	<ul style="list-style-type: none"> <li>Continue to create slightly more complex composition, (eg using crotchet, minims and occasional quavers, dynamics, tempo, melodies etc)</li> <li>Create a programme for a performance</li> </ul>	<ul style="list-style-type: none"> <li>Play any one, or all of four, differentiated parts on a tuned instrument</li> </ul>
Musical Skills	<ul style="list-style-type: none"> <li>Using body percussion, instruments and voices</li> <li>Understand what a major key is and how to hear it</li> <li>Begin to identify different time signatures</li> <li>Identify a steady beat or groove of the music</li> <li>Copy back and improvise simple rhythmic patterns using minis, crotchets, quavers and their rests</li> <li>Share your thoughts and feelings about the music together</li> <li>Talk about the styles of music and what it means</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what the song means and why it was chosen to share</li> <li>Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment and what they could change and why</li> <li>Continue to understand why we warm our voices up</li> <li>To work together as part of an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why improvisation/composition was created</li> <li>Begin to learn how to notate and record music (eg pictorial, notation)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use your instrument with care and respect</li> <li>Begin to play your instrument correctly</li> </ul>

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Unit	Listening and Musicianship	Singing and Performance	Notation, Improvising and Composing	Instrumentation
Autumn:	<ul style="list-style-type: none"> <li>Invent different actions to move in time with the music</li> </ul>	<ul style="list-style-type: none"> <li>Continue to sing a broad range of songs following musical directions (such as crescendo and diminuendo)</li> <li>Sing rounds and partner songs in different time signatures and introduce songs with small and large leaps.</li> <li>Perform a range of songs in a school assembly.</li> <li>Perform an instrumental performance in a school assembly.</li> </ul>		<ul style="list-style-type: none"> <li>Play and perform melodies following staff notation.</li> <li>Perform in two or more parts from simple notation.</li> <li>Copy short melodic phases.</li> </ul>
Spring:	<ul style="list-style-type: none"> <li>Confidently identify pulse and move to the beat</li> <li>Think and discuss about what the words of the song(s) mean</li> </ul>		<ul style="list-style-type: none"> <li>Improvise on a limited number of pitches.</li> <li>Make use to musical direction during improvising (such a notation, rhythm, dynamics etc).</li> <li>Begin to make compositional decisions about the overall structure of improvisations.</li> </ul>	
Summer:	<ul style="list-style-type: none"> <li>Copy back and improvise simple melodic patterns using body percussion</li> <li>Identify some instruments you can hear playing</li> </ul>		<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter name to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</li> <li>Arrange individual notation and sequence them in to 2 or 3 bar phrases.</li> </ul>	
Musical Skills	<ul style="list-style-type: none"> <li>Copy back and improvise simple rhythmic patterns using minis, crotchets, quavers and their rests</li> <li>Share your thoughts and feelings about the music together</li> <li>Talk about the styles of music and what it means</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what the song means and why it was chosen to share</li> <li>Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment and what they could change and why</li> <li>Continue to understand why we warm our voices up</li> <li>To work together as part of an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Begin to read simple notation: note lengths</li> <li>Begin to read simple notation: stave pitches</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use your instrument with care and respect</li> <li>Begin to play your instrument correctly</li> </ul>

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Unit	Listening and Musicianship (Games)	Singing and Performance	Notation, Improvising and Composing	Instrumentation
<p>Autumn: Livin on a Prayer (Autumn 1)</p> <p>Classroom Jazz 1 (Autumn 2)</p>	<ul style="list-style-type: none"> <li>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation (Classroom Jazz 1 Unit)</li> <li>Begin to compare the same style of song, and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn songs from memory and/or with notation</li> <li>Sing in various time signatures</li> <li>Sing in unison and as part of a smaller group</li> <li>Sing 'on pitch' and 'in time' most of the time</li> <li>Sing expressively, with attention to dynamics and articulation</li> <li>Talk about different styles of singing used for different styles of song</li> </ul>		
<p>Spring: Make you Feel my Love (Spring 1)</p> <p>Fresh Prince of Bel Air (Spring 2)</p>	<ul style="list-style-type: none"> <li>Identify the musical style of a song</li> <li>Identify instruments by ear and through a range of media</li> <li>Discuss the structure of the music (eg reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation and AB etc) and to explain the role of a main theme</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a leader or conductor</li> <li>Perform from memory or with notation, with confidence and accuracy</li> <li>Record the performance and compare it to a previous one</li> <li>Reflect how well the performance communicated the mood of each piece and about the strengths and weaknesses musically of your performance</li> </ul>	<ul style="list-style-type: none"> <li>Copy back and improvise simple melodic patterns using up to 5 notes with simple rhythms</li> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation</li> </ul>	
<p>Summer: Dancing in the Street (Summer 1)</p> <p>Reflect, Rewind, Replay (Summer 2)</p>	<ul style="list-style-type: none"> <li>Copy back melodic patterns, using body percussion and instruments</li> <li>Recall by ear memorable phrases heard in the music</li> <li>Identify major or minor tonality</li> <li>Know and understand what a musical introduction is and its purpose</li> <li>Recognise various styles and their key musical features</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence as a soloist and work together as part of an ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Continue to create slightly more complex composition, (eg using crotchet, minims and occasional quavers, dynamics, tempo, melodies etc) for up to 5 notes</li> <li>Create a programme for a performance</li> <li>Begin to explain the 'key' note and the musical style of the composition</li> </ul>	<ul style="list-style-type: none"> <li>Continue to play any one, or all of four, differentiated parts on a tuned instrument</li> </ul>

Musical Skills	<ul style="list-style-type: none"> <li>Using body percussion, instruments and voices</li> <li>Understand what major and minor keys are and how to hear it</li> <li>Continue to identify different time signatures (metres)</li> <li>Listen and copy rhythmic patterns</li> <li>Talk about feelings created by the song and justify a personal opinion with reference to musical concepts</li> </ul>	<ul style="list-style-type: none"> <li>Talk confidently about how connected you feel to the music and how it connects to the world</li> <li>Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment and what they could change and why</li> <li>Begin to lead parts of a rehearsal and continue to follow a leader/conductor</li> </ul>	<ul style="list-style-type: none"> <li>Identify Stave, Treble Clef and Time signature all the time</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use your instrument with care and respect and to play it correctly</li> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>
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<p>Autumn: Happy (Autumn 1)</p> <p>Classroom Jazz 2 (Autumn 2)</p>		<ul style="list-style-type: none"> <li>• Sing as a soloist and as part of a group confidently</li> <li>• Sing more complex melodic patterns (ie Syncopated patterns in Happy by Pharrell Williams)</li> <li>• Demonstrate and maintain good posture and breath control whilst singing</li> <li>• Sing expressively, with attention to dynamics and articulation</li> <li>• Sing expressively, with attention to breathing and phrasing</li> </ul>		<ul style="list-style-type: none"> <li>• Rehearse and learn to play one of four differentiated instrumental parts</li> </ul>
<p>Spring: A New Year Carol (Spring 1)</p> <p>You've got a Friend in Me (Spring 2)</p>	<ul style="list-style-type: none"> <li>• Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</li> <li>• Identify various instruments and timbres</li> <li>• Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break</li> <li>• Begin to talk musically when talking about songs</li> </ul>	<ul style="list-style-type: none"> <li>• Perform from memory or with notation</li> <li>• Record the performance and compare it to a previous performance</li> <li>• Discuss how the performance might change if it was repeated in a larger or smaller group</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation using up to 7 notes with simple rhythms</li> <li>• Create a programme for a performance</li> <li>• Begin to explain the 'key' note and the musical style of the composition</li> </ul>	



<p>Summer: Music &amp; Me (Summer 1)</p> <p>Reflect, Rewind, Replay (Summer 2)</p>	<ul style="list-style-type: none"> <li>Explain the role of a main theme in musical structure.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about difference styles of singing used for the different styles of songs sung in this year</li> </ul>	<ul style="list-style-type: none"> <li>Understand standard notation of semiquaver, quaver, crotchet, dotted crotchet, minim, dotted minim and semibreve</li> <li>Understand how to read standard notation of semiquaver, quaver, crotchet, dotted crotchet, minim, dotted minim and semibreve</li> <li>Recognise how notes are groups together</li> <li>Identify the staff and symbols on the staff eg. treble clef, time signature, the name of the notes, bar lines, a flat or sharp sign most of the time</li> <li>Continue to create slightly more complex composition, (eg using crotchet, minims and occasional quavers, dynamics, tempo, melodies etc) for at least 5 notes OR</li> <li>Create your own lyrics (solo or in a group) to compose and write your own rap song.</li> </ul>	
<p>Musical Skills</p>	<ul style="list-style-type: none"> <li>Using body percussion, instruments and voices</li> <li>Find and keep a steady beat</li> <li>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers, and their rests by ear or from notation</li> <li>Talk about feelings created by the song</li> <li>Justify a personal opinion with reference to musical concepts</li> <li>Identify different time signatures (metres)</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and learn Year 6 Unit songs from memory and/or with notation</li> <li>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world</li> <li>Understand the importance of the performing space and how to use it</li> <li>Reflect how well the performance communicated the mood of each piece and about the strengths and weaknesses musically of your performance</li> </ul>	<ul style="list-style-type: none"> <li>Identify Staff, Treble Clef and Time signature all the time</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use your instrument with care and respect</li> <li>Continue to play your instrument correctly</li> <li>Play a musical instrument with the correct technique within the context of the Unit song</li> </ul>

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