

# OLA Statement of Impact:

## Music

Throughout each topic teachers should check that content has been learned and remembered, including content from previous years, to prevent it from being forgotten. Retrieval practice is built into each lesson to interrupt the forgetting curve and secure construct in long term memory.

Each topic ends with a task to be completed. Teachers will assess this work against the relevant Mastery Key each term to decide whether the child is working at Age Related Expectations by the end of each academic year.

By the time pupils leave Key Stage 2, they will:

- ✓ Be confident performers, composers, and listeners with a broad understanding of musical elements and styles.
- ✓ Have developed practical skills on tuned and untuned instruments, including voice, with the ability to read and write simple notation.
- ✓ Understand how music reflects different cultures, historical periods, and emotions, fostering empathy and global awareness.
- ✓ Be able to collaborate creatively, evaluate their work, and express themselves through musical language.

Our goal is to inspire a lifelong love of music, nurturing creativity, confidence, and cultural understanding in every child.



# Mastery Skills

|                     | Reception   | Y1   | Y2   | Y3   | Y4   | Y5  | Y6   |
|---------------------|---|--|--|--|--|---|--|
| <b>Singing</b>      | Can sing simple songs from memory with actions.                   | Can sing short melodies mostly in tune with a steady pulse.    | Can sing with increasing pitch accuracy beginning to use expressive elements (dynamics and tempo). | Can sing in tune with a wider pitch range showing awareness of phrasing and dynamics for expression. | Can sing confidently in parts adjusting pitch and volume to blend with a group.  | Can maintain harmony parts with confidence performing songs from different genres, cultures and time periods. | Can perform with vocal control, expression and confidence.       |
| <b>Listening</b>    | Recognise and respond to changes in sound (loud/soft, fast/slow). | Identify when music is fast/slow, loud/soft, high/low.         | Compare contrasting pieces of music (e.g. tempo, mood).  | Identify musical elements (e.g. pitch, dynamics, tempo, timbre)                                      | Understand and use terms like dynamics, timbre, tempo, rhythm, pitch accurately. | Compare pieces using key terminology confidently.   | Evaluate music using specific musical vocabulary.                |
| <b>Composing</b>    | Improvise simple sounds with voice, body and instruments.         | Create short rhythmic patterns (e.g. ta ta ti-ti ta).          | Compose simple rhythmic and melodic phrases 2-4 bars.  | Create and refine short pieces using layers (rhythm and melody).                                     | Create compositions with multiple sections ABA, call and response.               | Compose music to fit a purpose (e.g. theme, emotion, dance).  | Show control of musical elements for expressive effect           |
| <b>Musicianship</b> | Feel and move to a steady beat.                                   | Maintain a steady beat through clapping, tapping and movement. | Keep a steady beat independently and in a group.   | Read and perform rhythmic patterns (crotchet, quaver, minim, rest).                                  | Understand bar lines, time signatures 2/4, 3/4, 4/4)                             | Demonstrate secure rhythmic accuracy in performance.  | Maintain rhythmic and melodic independence in ensemble settings. |