

Music



Learning Outcomes

Content of this grid is from the [National Curriculum in England: music programmes of study](#) and the [Model Music Curriculum: Key Stages 1 to 2](#) with adapted outcomes from the [Sounds of Intent Framework](#).

Composing			
By the end of KS5 pupils should know:	Redway Pre-Formal Pathway	Redway Semi-formal Pathway	Redway Formal Pathway
	Encounter → Foundation	Core → Development	Enrichment → Enhancement
1. Improvise and compose music for a range of purposes using the interrelated dimensions of music.	As singing and playing a. Awareness of sounds they are making being imitated by others.	a. Recognises their own patterns in sound being imitated by others. b. Uses musical technology to create different sounds and music. c. Begins to use repetition when creating musical patterns.	a. Create and perform their own chanted rhythm patterns. b. Create and perform their own rhythm patterns using a percussion instrument. c. Interact through music, taking turns to produce a pattern d. Improvises simple motifs. a. Vocally b. Using tuned percussion instruments/keyboard e. Includes changes in dynamic when they improvise a rhythm pattern or motif. f. Improvise on familiar pieces of music, varying the original material in simple ways such as changing one feature (e.g., rhythm or melody) g. Creates short and simple pieces of music whose general characteristics may be intended to convey particular moods or feelings.