

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](#).

Listening			
By the end of KS5 pupils should know:	Redway Pre-Formal Pathway Encounter —————> Foundation	Redway Semi-formal Pathway Core —————> Development	Redway Formal Pathway Enrichment —————> Enhancement
1. Listen with attention to detail and recall sounds with increasing aural memory.	a. Responds to one type of sound or more. b. Makes different response to qualities of sound that differ (e.g., loud/quiet) or change (e.g., get louder) c. Responds to similar musical sounds that are heard in different contexts. d. Responds to musical sounds when experienced in combination with other sensory input. e. Responds to the repetition of sounds created vocally or by instruments. f. Responds to musical sounds used to symbolise other things. g. Recognises and responds to a regular beat. h. Recognises and responds to simple patterns in music formed through regular change in pitch, loudness, timbre, or beat.	a. Responds to short distinctive clusters of musical sounds e.g., beginnings of well-known pieces, hello song etc. b. Anticipates what comes next in well-known songs when they hear the preceding short phrase. c. Responds to repeated phrases within music. d. Attempts to join in with some call and response songs. e. Recognises musical phrases which represent other things e.g., hello/goodbye songs, activities in sensory sessions. f. Responds to the pulse in recorded/live music through movement and dance. g. Will attempt to join in some actions when listening to simple action songs. h. Choose their favourite songs/music using: a. Objects representing the song/music.	a. Attends to whole pieces of music, becoming familiar with an increasing number and developing preferences. b. Recognises prominent structural features (such as the choruses of songs). c. Responds to the emotional characteristics of music. d. Responds to different tempos in music. e. Can identify if sounds in the local environment are low or high pitched. f. Responds to different textures in music brought about through the use of different instruments or voices. g. Links musical pieces to people, objects or activities. h. Develops preferences for different styles and genres of music. i. Requests their favourite music/songs/artist.

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		b. Symbols that represent the song/music	
2. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	a. Experience listening to a range of traditional instruments (live and recorded). b. Experience listening to different styles of music from around the world. c. Explore different cultures through the use of multi-sensory props whilst listening to music from that culture.	a. Listens with attention to a range of traditional instruments played live and/or recorded. b. Listens with attention to styles of music and instruments that are linked to different festivals during the year e.g., Chinese New Year, Hanukkah, Diwali etc. c. Listens with attention to a range of classical music by well-known composers.	a. Recognises some traditional instruments when they are played. b. Begins to recognise different styles of music and relates them to regions of the world. c. Understand that certain styles of music and instruments are linked to different festivals during the year e.g., Chinese New Year, Hanukkah, Diwali etc. d. Can recognise some well-known classical pieces.
3. Develop an understanding of the history of music.	a. Experience listening to music from different eras	a. Listen with attention to music from different eras.	a. Know that musical styles change over time. b. Recognise that the sound of musical instruments have changed over time.