

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](#).

Singing and playing			
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. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	a. Awareness of sounds made through involuntary movement. b. Awareness of sounds produced through co-active movement (e.g., hand over hand) c. Purposefully moves to create a sound. d. Repeats an action that creates a sound. e. Can intentionally vocalise. Intentionality may be shown through noticeable anticipation or a consistent response. f. Can express feeling through vocalisation, using a different sound to express different feelings. g. Will intentionally vocalise in a range of different contexts including when working with different people and in different environments. h. Responds to hearing musical sounds by vocalising. i. Repeats an action that creates a sound.	a. Makes intentional vocalisations to 'join in' with singing. b. Begins to add short vocalisations that match the rhythm in songs, chants or rhymes. c. Can join in with short repetitive phrases from songs, chants and rhymes. d. Starts to link short phrases in songs, chants and rhymes. e. Can create sounds using untuned percussion instruments by: a. Banging b. Using a beater c. Shaking f. Can play instruments by: a. Strumming b. Blowing c. Pressing keys d. Using a touch screen g. Walk, move or clap to a steady beat with others, changing the speed of the	a. Can join in with singing simple songs, chants and rhymes from memory. b. Can sing collectively and at the same pitch. c. Responds to simple visual directions (e.g., start, stop, loud, quiet) d. Develops an increasing ability to match the pitch, dynamics and rhythm of what they hear. e. Can recreate short, simple songs, chants and rhymes of increasing length and complexity, matching timing and pitch. f. Start to add expression to their singing. g. Perform actions to simple action songs whilst joining in with singing. h. Can recreate a short rhythmical pattern using an untuned percussion instrument.

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	j. Produces sounds using noise making objects within a multisensory context. k. Explores noise making objects in a variety of ways. l. Begins to use specific actions to create sounds with particular noise making objects. m. Makes vocalisation in expectation that it will initiate a sound response from the person working with them.	- beat as the tempo of the music changes. h. Can play percussion instruments to a regular beat and keep mostly in time. i. Imitates the sounds made by others.	i. Intentionally changes the dynamic or tempo of a rhythm. j. Uses percussion instruments to recreate short groups of musical sounds (motifs) k. Link musical motifs through repeating or varying them. l. Can play answering phrases when they hear a particular phrase of music/rhythm. m. Use musical motifs to symbolise other things (e.g., characters, events, places or actions in a story). n. Play a short and simple piece of music on a tuned instrument e.g., keyboard or xylophone. o. Sing a wider range of unison songs of varying styles and structures. p. Perform actions confidently and in time to a range of action songs.
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