

Long term plan

Scope:

- **Technical** – accurate physical production of sounds using the voice, an instrument or music technology; ability to use staff notation and other systems such as learning by ear or chord symbols for the communication of music
- **Constructive** - musical elements in performance, composition and listening; components of composition
- **Expressive** - musical quality in performance, composition and listening

Music	AU1	AU2	SP1	SP2	SU1	SU2
Nursery	<p>Topic: All about me</p> <p>Songs: Heads, shoulders, knees and toes One finger, one thumb, keep moving</p> <p>Key Knowledge: *Begin to learn the words and actions for songs * Begin to sing at the right volume *Begin to sing high and low tones</p>	<p>Topic: stories</p> <p>Songs: There was a princess long ago Goldilocks and the three bears He'll be climbing up the beanstalk when he comes.</p> <p>-Sing a large repertoire of songs and know many rhymes</p> <p>Vocabulary: songs, sing, nursery rhymes</p> <p>Key Knowledge: *Can join in with a selection of nursery rhymes *Can sing songs for certain daily routines e.g. the hello and goodbye song</p> <p>-Remember and sing entire songs.</p> <p>Vocabulary: Nursery rhyme, sing, song.</p> <p>Key Knowledge: *Knows a selection of nursery rhymes</p>	<p>Topic – transport</p> <p>Songs-The Wheels on the Bus I'm a Little Engine</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>Vocabulary: Sing, pitch (how high or low), melody</p> <p>Key Knowledge: *Learn the words and actions to songs *Copy the pitch after an adult has sung it first *Can sing high or low tones * Can copy a melody * Can sing at the right volume *Can sing as a group</p>	<p>Topic – amazing animals</p> <p>Songs-Old McDonald Had A Farm</p> <p>5 speckled frogs 5 Little Ducks</p> <p>-Play instruments with increasing control to express their feelings and ideas.</p> <p>Vocabulary: maracas, drum, tambourine, bells</p> <p>Key Knowledge: *Knows how to hold musical instruments correctly *Knows how to use musical instruments correctly</p>	<p>Topic – seaside</p> <p>Songs-1,2,3, 4, 5 Once I caught a Fish Alive</p> <p>-Create their own songs, or improvise a song around one they know.</p> <p>Vocabulary: sing, song</p> <p>Key Knowledge: *Can sing a selection of familiar songs *With the help of an adult, can replace words to change the song e.g. old MacDonald had a zoo *With the help of an adult, can perform the song</p>	<p>Topic – mini beasts</p> <p>Songs: Incy Wincy Spider</p> <p>-Respond to what they have heard, expressing their thoughts and feelings (Flight of the Bumblebee)</p> <p>Vocabulary: Flight of the bumblebee, listen, move, feel</p> <p>Key Knowledge: *Can listen carefully to a piece of music *(with the help of pictures) can say which insect it reminds them of *Can move like a bee, in time with the piece of music *Can say how the piece of music makes them feel</p>

		*Knows songs for certain daily routines e.g. the hello and goodbye song *Knows a selection of songs related to the 'stories' topic				
	Unit 1 - Pulse	Unit 2 - Voice	Unit 3 - Rhythm	Unit 4 - Pitch	Unit 5- Music tech	Unit 6 - 20th Cen
Reception	Vocabulary: Graphic Score, pulse, tempo **Keep a steady pulse with some accuracy - clapping, marching, tapping **Imitate movements in response to music. **Explore, respond and identify long and short sounds. **Create a piece of music using long and short sounds **Comment on own and other people's performances.	Vocabulary: Dynamics, Melody, Pitch, Pitch match, Pulse **Sing songs, which contain a small range of notes **Take turns when singing and be a good listener. **Perform actions to accompany songs.	Vocabulary: Graphic notation, Ostinato, Pulse, Rhythm, Tempo ** Keep a steady pulse with some accuracy **Begin to recognise changes in tempo **Explore rhythm through play **Begin to use pictures and images to represent sounds **Comment on own and other people's performances	Vocabulary: Glissando, Graphic score, Melody, Pitch, Tempo ** Recognise and broadly control changes in pitch using voice (2 different pitches) and movement **Sing 2 pitches in tune **Use voice to show different emotions through pitch **Follow a graphic score to create music with different pitches. **Comment on and respond to recordings of my own voice and changes in pitch.	Vocabulary: Audio recording, Graphic score, Melody, Music technology, Tempo, Verse **Record sounds using technology and use the sounds in songs **Comment and respond to recordings of my own voice and other classroom sounds. **Use graphic symbols to help me remember sections of songs. **Begin to make comments about own and other's performances.	Vocabulary: Audio recording, graphic score, Music technology, Pitch, Tempo, Verse ** Identify and perform features of different musical genres: Country /Big Bang / Beatboxing **Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge). **Comment on own and other people's performances.
Year 1	Vocabulary: Downbeat, Pulse, Ostinato, Rhythm, Staccato, Tempo, Syllable **Keep a steady pulse and perform simple rhythms with some accuracy. **Create, explore, respond and identify long and short sounds. **Create a group performance using instruments to keep the pulse or play a rhythm **Comment on own and other people's performances using Yr 1 vocabulary learnt	Vocabulary: A Capella, Dynamics, Melody, Pause, Pitch, Pitch-match, Pulse, Tempo ** Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence ** Follow performance instructions including starting and stopping with accuracy. **Recognise when the pitch of a song gets higher or lower **Use actions and dynamics to enhance performance **Comment on own and other people's	Vocabulary: Dynamics, Graphic notation, Ostinato, Pulse, Rest, Rhythm, Tempo **Play along to the pulse and maintain a steady tempo **Confidently copy given rhythms **Demonstrate and explain the difference between pulse and rhythm **Perform as part of a group and play rhythms in time **Use graphic notation to record rhythms **Comment on own and other people's performances using Yr 1 vocabulary learnt	Vocabulary: Cuckoo interval, Dot notation, Dynamics, Interval, Graphic symbol, Pitch, Pitch-match, Pulse, Tempo, Timbre ** Identify and explain the difference between high- and low-pitched sounds **Recognise changes in pitch when singing and listening to musical sounds **Use pitch and timbre to create own composition **Represent a sound using graphic notation **Comment on own and other people's performances using Yr 1 vocabulary learnt	Vocabulary: Audio recording, Call and response, Dynamics, Graphic score, Lyrics, Music technology, Pitch, Pulse, Rhythm, Tempo, Verse ** Use technology to create and change sounds **Demonstrate an understanding of simple musical structure **Comment on own and other people's performances using Yr 1 vocabulary learnt	Vocabulary: Acoustic instruments, Dynamics, Genre, Graphic score, Groove, Pulse, Solo, Lyrics, Melody, Rhythm, Strophic form, Tempo, Texture, Timbre ** Identify and perform features of different musical genres: Folk music / experimental/ disco **Create and practice a piece of music using features of different genres (using Yr 1 key skills and knowledge). **Comment on own and other people's performances using Yr 1 vocabulary learnt

		performances using Yr 1 vocabulary learnt				
Year 2	Vocabulary: Crotchet, Genre, Internalising words, Ostinato, Paired quavers, Pulse, Rest, Round, Rhythm, Tempo ** Play / chant with good sense of pulse ** Respond to visual and aural cues. ** Perform using graphic notation ** Read and compose with stick notation to represent crotchets, paired quavers and crotchet rests ** Perform as part of a group in time to the pulse ** Comment on own and other people's performances using Yr 2 vocabulary learnt	Vocabulary: A Capella, Dynamics, Graphic score, Melody, Pitch, Pitch-match, Pulse, Tempo ** Sing, with accuracy, within a range of notes ** Follow and use performance instructions. including, starting, stopping, dynamics and tempo ** Recognise and demonstrate the link between pitch and shape using graphic notation ** Comment on own and other people's performances using Yr 2 vocabulary learnt	Vocabulary: Crotchet, Lyrics, Ostinato, Paired quavers, Pulse, Rhythm, Stick notation, Tempo, Timbre ** Perform with a good sense of pulse and rhythm ** Recognise rhythmic patterns found in speech and songs ** Demonstrate the difference between pulse and rhythm through physical movement, playing and singing ** Use stick notation to record rhythms ** Comment on own and other people's performances using Yr 2 vocabulary learnt	Vocabulary: Conductor, Crescendo, Diminuendo (decrescendo). Dynamics, Graphic notation, Pitch, Pitch match, Pulse, Rhythm, Score, Tempo, Volume ** Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance ** Respond to the musical stimulus, considering appropriate pitch choices for composition. ** Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation. ** Comment on own and other people's performances using Yr 2 vocabulary learnt	Vocabulary: Audio recording, Bar, Call and response, Dynamics, Music technology, Pitch, Pulse, Rhythm, Tempo, Texture, Verse and chorus ** Experiment changing and combining sounds through technology ** Create and perform simple rhythms following a given structure ** Listen to, and make observations about a variety of live and recorded music ** Comment on own and other people's performances using Yr 2 vocabulary learnt	Vocabulary: Bar, Bridge, Chaal rhythm, Dhol, Dynamics, Genre, Graphic score, Lyrics, Melody, Ostinato, Pitch, Rhythm, Tempo, Texture, Timbre, Tumbi, Verse and chorus ** Identify and perform features of different musical genres: Film Music / Beatles / Modern bhangra ** Create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge). ** Comment on own and other people's performances using Yr 2 vocabulary learnt
Year 3	Vocabulary: Crotchet, Crotchet rest, Ostinato, Paired quavers, Pulse, Rhythm, Tempo, Texture ** Sing and play confidently, maintaining a steady pulse. ** Maintain a part in a piece and respond to visual and aural cues ** Apply word chants to rhythms and link each syllable to a musical note ** Use standard notation to compose own rhythms, using crotchets, paired quavers and crotchet rests ** Comment on own and other people's performances using Yr 3 vocabulary learnt	Vocabulary: Crescendo, Diction, Dynamics, Forte, Melody, Piano (p), Pitch, Pulse, Tempo, Unison, Verse and chorus ** Sing fluently in unison and pitch match accurately. ** Maintain own part when singing a song with more than one part, following performance directions. ** Use expression, dynamics and actions to enhance my vocal performance ** Comment on own and other people's performances using Yr 3 vocabulary learnt	Vocabulary: Crotchet, Crotchet rest, Dynamics, Graphic notation, Improvise, Internalise, Ostinato, Paired quavers, Pulse, Phrase, Rhythm, Syncopated rhythm, Tempo, Texture ** Play rhythms confidently while maintaining a consistent pulse ** Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments. ** Take part in a performance, following musical signals and maintain a strong sense of pulse	Vocabulary: Dynamics, Graphic notation, Harmony, Interval, Lyrics, Melody, Motif, Octave, Ostinato, Pentatonic, Pitch match, Pulse, Rhythm, Rondo, Round, Stave, Structure, Tempo, Texture, Timbre ** Show good awareness of pitch matching when singing ** Create simple rhythmic patterns, melodies and accompaniments ** Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range ** Comment on own and other people's performances using Yr 3 vocabulary learnt	Vocabulary: Audio recording, Bar, Crotchet, Intro, Lyrics, Music technology, Outro, Pulse, Song structure, Verse and chorus ** Use technology to create, change and combine sounds. ** Compose following the basic sections of song structure ** Listen to and use features of music from other traditions, genres and times ** Comment on own and other people's performances using Yr 3 vocabulary learnt	Vocabulary: Bpm (beats per minute) Bridge, Chords, Genre, Graphic notation, Hi-hat, Kick drum, Looped samples, Lyrics, melodies, Pulse, Rhythm, Synthesiser, Tempo, Upbeat, Verse and chorus ** Identify and perform features of different musical genres: House music / Reggae / Rock and Roll ** Create and practise a piece of music using features of different genres (using Yr 3 key skills and knowledge). ** Comment on own and other people's performances using Yr 3 vocabulary learnt

			<p>**Play rhythms from graphic notation or simple standard notation</p> <p>**Comment on own and other people's performances using Yr 3 vocabulary learnt</p>			
Year 4	<p>Vocabulary: adagio, bass line/ground, bass, crotchet, crotchet rest, drone, internalising words, minim, ostinato, paired quavers, pentatonic, pulse, riff, syncopation, tempo, time signature</p> <p>** Sing and play confidently, identifying and maintaining a steady pulse.</p> <p>**Maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm)</p> <p>**Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones</p> <p>**Follow basic symbols (standard and graphical notation)</p> <p>**Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Vocabulary: diction, dynamics, harmony, octave, ostinato, pentatonic scale, phrase, pitch, pitch-match, rhythm, scale, tempo, tone</p> <p>** Sing fluently in unison or parts and pitch match accurately</p> <p>**Maintain own part when singing in multiple parts, accurately following performance directions.</p> <p>**Use graphic notation to create a melody</p> <p>**Sing with an awareness of breathing and pronunciation.</p> <p>**Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Vocabulary: canon, crotchet, crotchet rest, dynamics, graphic notation, improvise, melody, minim, ostinato, paired quavers, pentatonic scale, pulse, phrase, rhythm, round, tempo, texture</p> <p>**Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</p> <p>**Create and perform different rhythms and play them confidently within a set structure.</p> <p>**Confidently maintain an independent part while playing an instrument in a small group</p> <p>**Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</p> <p>**Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Vocabulary: chord, dynamics, harmony, legato, major, minor, octave, ostinato, phrase, pitch, pulse, rhythm, scale, staccato, tempo, texture, timbre, triad</p> <p>**Create simple melodies containing rhythmic patterns and use accompaniments</p> <p>**Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range</p> <p>**Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p> <p>**Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Vocabulary: audio effects, audio recording, bridge, crotchet, intro, loops, lyrics, minim, music technology, outro, paired quavers, pulse, rhythm, song structure, tempo, texture, verse and chorus</p> <p>** Use voice, sounds, technology and instruments in creative ways</p> <p>**Recognise, respond and use multiple sections within song structure</p> <p>**Comment on own and other people's performances using Yr 4 vocabulary learnt</p>	<p>Vocabulary: bridge, genre, graphic score, harmonies, hook, lyrics, melodies, motif, pentatonic scale, phasing, phrase, rest, rhythms, standard notation, tempo, texture, verse and chorus</p> <p>** Identify and perform features of different musical genres: Minimalism / Musicals / Pop</p> <p>**Create and practise a piece of music using features of different genres (using Yr 4 key skills and knowledge).</p> <p>**Comment on own and other people's performances using Yr 4 vocabulary learnt</p>
Year 5	<p>Vocabulary: Crotchet, Crotchet rest, graphic notation, minim, paired quavers, pulse, quaver, rhythm, semibreve, standard notation, structure, tempo</p> <p>** Sing / play confidently, identifying and maintaining a strong sense of pulse</p>	<p>Vocabulary: acapella, diction, dynamics, graphic score, lyrics, melody, phrase, pitch, rhythm, scale, stave (or staff), tempo, texture, treble clef, verse and chorus</p> <p>** Maintain an independent part with increasing awareness of other parts</p>	<p>Vocabulary: bar, crotchet, dynamics, genre, melody, minim, ostinato, pitch, pulse, quaver, rhythm, semibreve, stave, tempo, time signature, texture, timbre</p> <p>** Use a variety of timbres and techniques when creating and playing music</p>	<p>Vocabulary: chord, crotchet, dynamics, harmony, improvise, interval, major, minor, melodic phrase, minim, minimalistic music, motif, ostinato, paired quavers, pentatonic, pitch, pulse, rhythm, scale, semibreve, semiquaver, semitone, tempo, texture, timbre, tone, treble clef</p>	<p>Vocabulary: audio effects, audio recording, bar, bridge, crotchet, dynamics, intro, key signature, loops, lyrics, music technology, outro, paired quavers, pulse, rap, rhythm, song structure, tempo, texture, verse and chorus</p> <p>** Consider some musical devices when creating and</p>	<p>Vocabulary: atonal, bent note, dissonance, dynamics, genre, graphic notation, harmonies, improvisation, melodies, motif, pentatonic scale, pitch, pulse, rhythm, rondo, standard notation, swung rhythms, syncopation, tempo, texture, twelve tone row, unison, # sharp sign</p>

	<p>**Maintain an independent part in a group with accuracy when playing</p> <p>**Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation</p> <p>**Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves</p> <p>**Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>**Experiment and perform sounds made by voice.</p> <p>**Follow and perform a vocal piece using a graphic / notated score.</p> <p>**Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>**Create and play contrasting rhythms within a range of time signatures</p> <p>**Maintain a rhythmic part in a group performance with an awareness of structure.</p> <p>**Use and respond to basic musical symbols including standard notation</p> <p>**Comment on own and other people's performances using Yr 5 vocabulary learnt</p>	<p>** Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance</p> <p>**Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p> <p>**Begin to use a variety of musical devices and techniques when creating and making music</p> <p>**Play from standard pitch notation in the treble clef.</p> <p>**Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>playing music using voice, sounds, technology and instruments</p> <p>**Use and identify key features of musical structures</p> <p>**Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>** Identify and perform features of different musical genres: Jazz / Expressionism / Film Music</p> <p>**Create and practise a piece of music using features of different genres (using Yr 5 key skills and knowledge).</p> <p>**Comment on own and other people's performances using Yr 5 vocabulary learnt</p>
Year 6	<p>Vocabulary: Crotchet, Crotchet rest, drone, dynamics, improvise, minim, ostinato, paired quavers, pentatonic, pulse, rhythm, semibreve, semiquavers, tempo, time signature, triplet</p> <p>** Sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</p> <p>**Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p> <p>**Play regular (2/4 , 3/4, 4/4) and irregular (7/4, 5/4) timings</p> <p>**Follow staff and other notations through singing and playing short passages of music</p> <p>**Listen to and evaluate a range of live and recorded music from different</p>	<p>Vocabulary: dynamics, graphic score, harmony, legato, lyrics, melody, pitch, pulse, rallentando, scale, staccato, stave (or staff), tempo, unison, verse and chorus</p> <p>** Maintain an independent part with good awareness of other parts</p> <p>**Experiment with, perform and refine sounds made by voice.</p> <p>**Create and perform a vocal piece by following a graphic / notated score.</p> <p>**Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Vocabulary: crotchet, dynamics, graphic notation, groove, improvise, melody, minim, ostinato, pulse, quaver, rhythm, semiquaver, semibreve, syncopation, tempo, ternary form, texture, timbre</p> <p>** Use a variety of musical devices, including contrasting timbres and textures when creating and playing music</p> <p>**Confidently maintain a part in a group performance including a variety of rhythms</p> <p>**Read, play and identify short passages of rhythms using standard notation.</p> <p>**Interpret a graphic score and use it to perform.</p> <p>**Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Vocabulary: arpeggio, chord, chromatic, dissonance, dynamics, genre, graphic notation, harmony, improvise, melodic phrase, motif, ostinato, pitch, pulse, rhythm, round, scale, semitone, tempo, texture, timbre, tone cluster</p> <p>** Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.</p> <p>**Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies</p> <p>**Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.</p> <p>**Listen to and evaluate a range of live and recorded</p>	<p>Vocabulary: audio effects, audio recording, bar, bridge, coda, crotchet, dynamics, intro, key signature, loops, lyrics, music technology, outro, paired quavers, pre-chorus, pulse, rap, rhythm, song structure, tempo, texture, verse and chorus</p> <p>** Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>**Create music with a secure understanding of structure and the key features</p> <p>**Listen to and evaluate a variety of music from different genres, cultures and times.</p> <p>**Comment on own and other people's performances using Yr 6 vocabulary learnt</p>	<p>Vocabulary: beat, chord, DJ-ing, dynamics, genre, harmony, improvisation, lyrics, melody, natural note, ostinato, phasing, pulse, rapping, rhythms, samples, solos, standard notation, swung, tempo, textures</p> <p>** Identify and perform features of different musical genres: Hip Hop / Minimalism / Wartime (Swing)</p> <p>**Create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge).</p> <p>**Comment on own and other people's performances using Yr 6 vocabulary learnt.</p>

	<p>traditions, genres, styles and times, responding appropriately to the context. **Comment on own and other people's performances using Yr 6 vocabulary learnt</p>			<p>music from different traditions, genres, styles and times, responding appropriately through composition and discussion. **Comment on own and other people's performances using Yr 6 vocabulary learnt</p>		
SEND – Adaptive Teaching	<ul style="list-style-type: none"> ➤ Adjust the level of challenge ➤ Targeted support from a TA ➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) ➤ Provide worked (completed) and partially completed examples (especially when composing using staff notation) (audio or video examples of playing) ➤ Highlight essential content ➤ Re-explain a concept or explain it in a different way ➤ Give additional (or revisit) examples ➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles) ➤ Provide additional scaffolds (e.g. labelling the notes on a glockenspiel or writing the names of notes when using staff notation) ➤ Set clear targets/expectations ➤ Provide prompts (e.g. sentence stems when listening and appraising) ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, noise cancelling headphones for pupils sensitive to noise) ➤ Consider pace (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images (musical terms in Italian could initially be translated into English/other languages spoken by pupils) ➤ Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Pre-teach vocabulary, key content etc. ➤ Do not pressure pupils to perform solo, but ensure that those who are less confident with expressing their ideas verbally or in writing still have opportunities to perform ➤ Record achievements in a variety of ways e.g. pupils who are less confident with writing or using notation can be filmed clapping a rhythm or performing ➤ Group pupils tactically, e.g. when singing rounds ask the less confident pupils to start singing first, while more confident pupils who are less likely to be diverted by the singing already happening join in later. Likewise, less confident pupils might do beatboxing while more confident pupils do rapping 					
Strategies to stretch and challenge	<ul style="list-style-type: none"> ➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly (peer modelling; more confident pupils could perform a passage of music to less confident pupils or give them a first bar when composing to 'get them started') ➤ Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read (some Key Stage 2 pupils have also been using a keyboard at lunchtimes to get extra practice) ➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply or asking pupils to use more complex terminology to describe abstract ideas (especially when listening and appraising) ➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking (especially when listening and appraising) ➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold when listening and appraising 					

- **Mastery** - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework (e.g. challenging them to create an 8 bar composition rather than 4 bar, including more of the combined elements of music – dynamics, tempo changes etc.)
- **Differentiated success criteria/choice of task** – offer a choice of tasks with a different level of challenge
- **Feedback** – framing feedback so pupils must take responsibility for improving their own learning
- **Autonomy** – giving students more freedom over the outcome of a task, so they can choose what they create or how they create it