

BROADMEADOW SPECIAL SCHOOL
MUSIC CURRICULUM SCHEME 2020-21

	Sensory Experience SOI LEVEL 1	Intentional SOI LEVEL 2	Skill Development SOI LEVEL 3	Functional Skills SOI LEVEL 4	Applied Skills SOI LEVEL 5/6
<p>Interaction skills are continually embedded across the year using the interrelated dimensions of music to extend the context of skills.</p> <p>Performance</p>	<ul style="list-style-type: none"> Adults model interaction through sound and respond to any sounds produced by children Interaction is promoted in a range of contexts including the use of multi-sensory elements 	<ul style="list-style-type: none"> Children produce sounds in response to sounds made by another Children produce sounds to intentional stimulate a response from an adult 	<ul style="list-style-type: none"> Children recognise their own sounds/simple patterns being imitated Children imitate sounds/simple patterns made by another 	<ul style="list-style-type: none"> Children imitate clusters of sounds made by another (call and response) Children respond appropriately using different clusters of sound (question and answer) e.g. 'What's your name?' 'my name is Joe' Children take turns during musical interactions with others Children perform simultaneously with others as part of an ensemble 	<ul style="list-style-type: none"> Children perform an independent part as part of an ensemble piece Children improvise with others in a group, contributing ways to vary and build on an existing piece e.g. repetition, variation of dynamics Children perform longer pieces as part of an ensemble with developed skills e.g. keeping in time/tune
<p>Proactive skills are continually embedded</p>	<ul style="list-style-type: none"> Children make sounds through involuntary movements and 	<ul style="list-style-type: none"> Children make sounds intentionally e.g. repeating 	<ul style="list-style-type: none"> Children intentionally make simple patterns in 	<ul style="list-style-type: none"> Children produce a small cluster of sounds that 	<ul style="list-style-type: none"> Children (re)create simple pieces, increasingly in

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<p>across the year using the interrelated dimensions of music to extend the context of skills. These detail the levels of engagement in sound and music making.</p> <p>Composition</p>	<p>do not respond to them</p> <ul style="list-style-type: none"> • Children produce sounds co-actively without reaction • Children produce sounds unintentionally through multisensory means e.g. <i>feeling the texture of a guiro or the vibration of guitar string.</i> 	<p><i>them or demonstrating anticipation of them</i></p> <ul style="list-style-type: none"> • Children may express their feelings through sounds e.g. <i>bang drum repeatedly when excited, wail when upset</i> • Children produce an increasing range of sounds in varied contexts • Children produce sounds intentionally to produce other sensory stimulation e.g. <i>hit a</i> 	<p>sound by repeating them e.g. <i>playing each c note on the keyboard in turn, ascending then descending octaves</i></p> <ul style="list-style-type: none"> • Children intentional make patterns through a regular beat e.g. <i>repeating a simple drum beat</i> • Children intentionally produce patterns through change e.g. <i>getting</i> 	<p>make up a whole e.g. <i>humming a few notes from a familiar melody, strumming a few notes in succession</i></p> <ul style="list-style-type: none"> • Children link motifs together through repetition and variation e.g. <i>playing the same notes in a different key, tapping out a nursery rhyme rather than singing it.</i> • Children piece together familiar sounds/rhymes to create one coherent 'whole' in 	<p>tune and in time</p> <ul style="list-style-type: none"> • Children improvise on simple pieces they have heard, varying them slightly e.g. <i>changing the pitch or key</i> • Children create pieces of music that are increasing in complexity and length and intentionally convey moods or meaning • Children perform expressively and form their own original pieces • Children perform original
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		<p><i>cymbal to feel the vibrations or see it glisten in light</i></p>	<p><i>faster or louder</i></p> <ul style="list-style-type: none"> • Children use a sound as a symbol proactively e.g. to indicate a choice. 	<p><i>improvisation e.g. using lyrics from one nursery rhyme to the tune of another.</i></p> <ul style="list-style-type: none"> • Children produce sounds and motifs to symbolise something else e.g. sounds for characters in stories. • Children experiment with recording their own type of notation e.g. symbols or pictures 	<p><i>compositions in a given style or to convey a specific meaning e.g. jazz</i></p> <ul style="list-style-type: none"> • Children create original pieces with great technical competence, purposefully using musical knowledge and elements for a purpose e.g. music for a sad TV advert • Children record their own compositions using notation
<p>Reactive skills are continually embedded across the year using</p>	<ul style="list-style-type: none"> • Children are exposed to a variety of music and sounds in a 	<ul style="list-style-type: none"> • Children show increasing reactions to sounds in a range of environment 	<ul style="list-style-type: none"> • Children consistently respond to cue sounds and music in relation to 	<ul style="list-style-type: none"> • Children respond to familiar and distinctive musical motifs (chunks of 	<ul style="list-style-type: none"> • Children attend to whole pieces of music and develop preferences in

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<p>the interrelated dimensions of music to extend the context of skills. These detail the level of response to music and sounds they hear.</p> <p>Listening and responding</p>	<p>range of environment</p> <ul style="list-style-type: none"> • Children are exposed to a range of music and sounds linked to multi-sensory input • Children's reactions to sounds are limited and inconsistent 	<ul style="list-style-type: none"> • Children demonstrate differentiated responses to sounds <i>e.g. react to louder or quiet sounds</i> • Children react to changes in sounds <i>e.g. increasing in volume, tempo or timbre</i> • Children respond to sounds that relate to other sensory input, people or events <i>e.g. know it's dinner time when the bell rings</i> 	<p>events, people or places in wider contexts</p> <ul style="list-style-type: none"> • Children engage and respond to repeating sounds • Children respond to simple patterns of change in sounds 	<p>sounds / music) <i>e.g. introduction to a familiar rhyme</i></p> <ul style="list-style-type: none"> • Children respond to the repetition and variation of familiar musical motifs (chunks of sounds / music) <i>e.g. melody played with different instruments, in a different key</i> • Children respond to contrasting sounds or musical motifs that are related <i>e.g. ascending a scale then descending it</i> 	<p>style and genre</p> <ul style="list-style-type: none"> • Children demonstrate recognition of structural elements of music such as the chorus or demonstrating anticipation of a significant pause • Children respond to the characteristics within a piece of music (interrelated dimensions) • Children draw mood and meaning from pieces of music • Children relate music as a narrative to other media to convey meaning
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				<ul style="list-style-type: none"> Children begin to demonstrate preferences 	<p><i>e.g. pictures, movement, TV advert</i></p> <ul style="list-style-type: none"> Children listen to different performances of pieces and develop preferences Children identify styles of music they hear
<p>Dynamics <i>how loud or soft music and sounds are played</i></p>	<ul style="list-style-type: none"> Children experience variations in dynamics through listening to a range of sounds and music in different contexts and styles Sounds children experience are linked to other sensory input <i>e.g. stomping motion for loud sound, tiptoe for quiet</i> 	<ul style="list-style-type: none"> Children demonstrate a clear response to a change or contrast in dynamics Children intentionally produce sounds in a variety of ways with increasing control, experimenting with dynamics <i>e.g. vocal, switch operated</i> 	<ul style="list-style-type: none"> Children produce sounds varying in dynamics in imitation of an adult in a variety of ways Children recognise and imitate simple repeating patterns of sounds in relation to dynamics <i>e.g. 4</i> 	<ul style="list-style-type: none"> Children make clear distinctions between dynamics of sounds/short pieces Children recreate groups of sounds that include deliberate use of dynamics Children can perform short pieces referring to a sequence of symbols including differentiated 	<ul style="list-style-type: none"> Children are able to identify loud and quiet sounds in a variety of contexts Children create their own pieces of music using dynamics to convey a desired effect Children improvise on existing pieces using dynamics to convey a desired effect

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	<ul style="list-style-type: none"> • Children make sounds co-actively when exploring dynamics <i>e.g. hand under hand, beating a drum</i> • Involuntary/ reflex response to sounds varying in dynamics <i>e.g. stilling, looking</i> 	<ul style="list-style-type: none"> • The dynamics of a child's sound making may be indicative of how they are feeling <i>e.g. loud shrieks of excitement, quiet murmurs if content.</i> • Children actively participate in multi-sensory activities linked to dynamics. 	<p><i>loud taps on a drum.</i></p> <ul style="list-style-type: none"> • Children recognise and imitate patterns through regular change in relation to dynamics <i>e.g. 4 loud taps, 3 quiet taps.</i> • Children respond to dynamics being used to symbolise other things <i>e.g. characters in a story, quiet sound symbolises mouse/loud sound symbolises elephant</i> 	<p>dynamics <i>e.g. notation or visual representation of loud/quiet</i></p> <ul style="list-style-type: none"> • Children implement use of changing dynamics for a purpose <i>e.g. loud sound to represent an elephant</i> 	<ul style="list-style-type: none"> • Children's performance skills become more advanced <i>e.g. increasing technical competence, performing expressively</i> • Children produce a simple score to reflect their own composition and use of dynamics <i>e.g. symbols, notation</i>
Tempo <i>the speed at which music</i>	<ul style="list-style-type: none"> • Children experience variations in tempo through listening 	<ul style="list-style-type: none"> • Children demonstrate a clear response to 	<ul style="list-style-type: none"> • Children produce sounds varying in tempo in imitation of 	<ul style="list-style-type: none"> • Children make clear distinctions between tempo of musical pieces 	<ul style="list-style-type: none"> • Children are able to identify fast and slow sounds in

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<p><i>or sounds are played</i></p>	<p>to a range of sounds and music in different contexts and styles</p> <ul style="list-style-type: none"> • Sounds children experience are linked to other sensory input <i>e.g. tortoise puppet for slow, rabbit puppet for fast</i> • Children make sounds co-actively when exploring tempo <i>e.g. hand under hand, pitch shift</i> • Involuntary/ reflex response to sounds that change or vary in tempo <i>e.g. stilling, looking</i> 	<p>a change or contrast in tempo</p> <ul style="list-style-type: none"> • Children intentionally produce sounds in a variety of ways with increasing control, experimenting with tempo <i>e.g. vocal, switch operated</i> • The tempo of a child's sound making may be indicative of how they are feeling <i>e.g. fast playing when frustrated, slow when relaxed</i> • Children actively participate in multi-sensory activities linked to tempo. 	<p>an adult in a variety of ways</p> <ul style="list-style-type: none"> • Children recognise and imitate simple repeating patterns of sounds in relation to tempo <i>e.g. continuing sounds played quickly.</i> • Children recognise and imitate patterns through regular change in relation to tempo <i>e.g. gradually getting louder then quieter.</i> • Children respond to tempo being used to symbolise other things <i>e.g.</i> 	<ul style="list-style-type: none"> • Children recreate groups of sounds that include deliberate use of tempo • Children can perform short pieces referring to a sequence of symbols including differentiated tempo <i>e.g. notation or visual representation of fast/slow</i> • Children implement use of changing tempo for a purpose <i>e.g. playing quickly to imitate a running motion</i> 	<p>a variety of contexts</p> <ul style="list-style-type: none"> • Children create their own pieces of music using tempo to convey a desired effect • Children improvise on existing pieces using tempo to convey a desired effect • Children's performance skills become more advanced <i>e.g. increasing technical competence, performing varied tempos expressively</i> • Children produce a simple score to reflect their own composition and use of tempo <i>e.g. symbols, notation</i>
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			<i>characters in a story, fast symbolises a scurrying mouse</i>		
Texture <i>how many sounds or notes are being played at once</i>	<ul style="list-style-type: none"> • Children experience variations in texture through listening to a range of sounds and music in different contexts and styles • Sounds children experience are linked to other sensory input <i>e.g. building up sounds using multiple switches / playing single sounds</i> • Children make sounds co-actively when exploring texture <i>e.g. hand under hand, single notes and multiple notes</i> 	<ul style="list-style-type: none"> • Children demonstrate a clear response to a change or contrast in texture • Children intentionally produce sounds in a variety of ways with increasing control, experimenting with texture <i>e.g. notes on a keyboard, multiple switches</i> • Children actively participate in multi-sensory activities linked to exploring texture. 	<ul style="list-style-type: none"> • Children produce sounds varying in texture in imitation of an adult in a variety of ways <i>e.g. music technology, two beaters on a xylophone, clap and stamp</i> • Children recognise and imitate simple repeating patterns of sounds in relation to texture <i>e.g. using the sound beam to produce patterns of two or more sounds at a time.</i> 	<ul style="list-style-type: none"> • Children identify where there is a single or multiple sounds in a musical piece. • Children recreate groups of sounds that include deliberate use of varying textures • Children can perform short pieces referring to a sequence of symbols including differentiated textures <i>e.g. notation or visual representation of a simple chord</i> • Children implement use of changing texture for a purpose <i>e.g. playing single</i> 	<ul style="list-style-type: none"> • Children identify different parts within a piece of music such as identifying two instruments or melodies playing at once. • Children create their own pieces of music using texture appropriately and effectively to convey a desired effect <i>e.g. using garage band to layer up music parts</i> • Children improvise on existing pieces using texture to convey a desired effect <i>e.g. adding another part</i>

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	<ul style="list-style-type: none"> Involuntary/ reflex response to sounds that change or vary in texture e.g. <i>stilling, looking</i> 		<ul style="list-style-type: none"> Children recognise and imitate patterns through regular change in relation to texture e.g. <i>introduction of another instrument using sound buttons.</i> Children respond to texture being used to symbolise other things e.g. <i>depict moods</i> 	<p><i>notes for the flight of a fairy, multiple notes at once for a giant approaching</i></p>	<ul style="list-style-type: none"> Children's performance skills become more advanced e.g. <i>increasing technical competence, playing a chord alongside a melody</i> Children produce a simple score to reflect their own composition and use of texture e.g. <i>symbols, notation</i>
<p>Pitch <i>how high or low a musical sound is</i></p>	<ul style="list-style-type: none"> Children experience variations in pitch through listening to a range of sounds and music in different contexts and styles Sounds children experience are 	<ul style="list-style-type: none"> Children demonstrate a clear response to a change or contrast in pitch Children intentionally produce sounds in a variety of ways with increasing control, 	<ul style="list-style-type: none"> Children produce sounds varying in pitch in imitation of an adult in a variety of ways Children recognise and imitate simple repeating patterns of 	<ul style="list-style-type: none"> Children make clear distinctions between the pitch of musical pieces or melodies. Children recreate groups of sounds that include deliberate use of changes in pitch. 	<ul style="list-style-type: none"> Children are able to identify high and low pitched sounds in a variety of contexts Children create their own pieces of music using pitch to convey a desired effect

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	<p>linked to other sensory input <i>e.g. raising parachute high for high pitch</i></p> <ul style="list-style-type: none"> • Children make sounds co-actively when exploring pitch <i>e.g. hand under hand, xylophone</i> • Involuntary/ reflex response to sounds that change or vary in tempo <i>e.g. stilling, looking</i> 	<p>experimenting with pitch <i>e.g. vocal, switch operated</i></p> <ul style="list-style-type: none"> • The pitch of a child's sound making may be indicative of how they are feeling <i>e.g. high pitched when excited, low when anxious</i> • Children actively participate in multi-sensory activities linked to pitch <i>e.g. parachute high and low.</i> 	<p>sounds in relation to pitch <i>e.g. continuing a rhythm of high pitched sounds.</i></p> <ul style="list-style-type: none"> • Children recognise and imitate patterns through regular change in relation to tempo <i>e.g. gradually getting higher then lower in pitch.</i> • Children respond to pitch being used to symbolise other things <i>e.g. characters in a story, increasing pitch to represent ascending stairs.</i> 	<ul style="list-style-type: none"> • Children can perform short pieces referring to a sequence of symbols including differentiated pitch <i>e.g. notation or visual representation of high/low</i> • Children implement use of changing pitch for a purpose <i>e.g. increasing pitch to build suspense.</i> 	<ul style="list-style-type: none"> • Children improvise on existing pieces using pitch to convey a desired effect • Children's performance skills become more advanced <i>e.g. increasing technical competence, performing changes in pitch with ease and purpose</i> • Children produce a simple score to reflect their own composition and use of pitch <i>e.g. symbols, notation</i>
Timbre	<ul style="list-style-type: none"> • Children experience 	<ul style="list-style-type: none"> • Children demonstrate a 	<ul style="list-style-type: none"> • Children produce sounds 	<ul style="list-style-type: none"> • Children make clear distinctions 	<ul style="list-style-type: none"> • Children are able to describe sounds

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<p>variation in sound qualities from one instrument or sound maker to another e.g. rattly or smooth</p>	<p>variations in tempo through listening to a range of sounds and music in different contexts and styles</p> <ul style="list-style-type: none"> • Sounds children experience are linked to other sensory input e.g. vibrations on a resonance board • Children make sounds co-actively when exploring timbre e.g. hand under hand, shaker and drum • Involuntary/ reflex response to sounds that change or vary in timbre e.g. stilling, looking, facial expression 	<p>clear response to a change or contrast in timbre</p> <ul style="list-style-type: none"> • Children intentionally produce sounds in a variety of ways with increasing control, experimenting with timbre e.g. vocal, switch operated • The timbre of a child's sound making may be indicative of how they are feeling e.g. high oo sound for happy, low growl sound for angry. • Children actively participate in multi-sensory activities linked to timbre e.g. use of switches, pots 	<p>varying in timbre in imitation of an adult in a variety of ways</p> <ul style="list-style-type: none"> • Children recognise and imitate simple repeating patterns of sounds in relation to timbre e.g. a steady rhythm of a single type of sound. • Children recognise and imitate patterns through regular change in relation to tempo e.g. changing from one sound to another in a pattern. • Children respond to 	<p>between timbres within music pieces and can identify musical instrument families from their sound.</p> <ul style="list-style-type: none"> • Children recreate groups of sounds that include deliberate use of timbre • Children can perform short pieces referring to a sequence of symbols including differentiated timbre e.g. notation or visual representation of differing instruments • Children implement use of changing timbre for a purpose e.g. to change the mood of a piece. 	<p>they hear in musical terms in a variety of contexts.</p> <ul style="list-style-type: none"> • Children create their own pieces of music using timbre effectively to convey a desired effect. • Children improvise on existing pieces using timbre to convey a desired effect • Children's performance skills become more advanced e.g. increasing technical competence, performing using varied instruments. • Children produce a simple score to reflect their own composition and
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		<i>and pans, exploring scouring pads</i>	timbre being used to symbolise other things <i>e.g. characters in a story</i>		<i>use of timbre e.g. symbols, notation</i>
Duration the length of a sound	<ul style="list-style-type: none"> • Children experience variations in duration through listening to a range of sounds and music in different contexts and styles • Children make sounds co-actively when exploring duration <i>e.g. hand under hand, gongs and wood block</i> • Sounds children experience are linked to other sensory input <i>e.g. vibrations on a resonance board</i> • Involuntary/ reflex response to 	<ul style="list-style-type: none"> • Children demonstrate a clear response to a change or contrast in the duration of sounds. • Children intentionally produce sounds in a variety of ways with increasing control, experimenting with duration <i>e.g. vocal, switch operated</i> • The duration of a child's sound making may be indicative of how they are feeling <i>e.g. long sounds</i> 	<ul style="list-style-type: none"> • Children produce sounds varying in duration in imitation of an adult in a variety of ways • Children recognise and imitate simple repeating patterns of sounds in relation to tempo <i>e.g. continuing long sounds to a rhythm.</i> • Children recognise and imitate patterns through regular change in 	<ul style="list-style-type: none"> • Children make clear distinctions between duration of sounds within of musical pieces • Children recreate groups of sounds that include deliberate use of differing duration. • Children can perform short pieces referring to a sequence of symbols including differentiated duration <i>e.g. notation or visual representation short/long.</i> • Children implement use of 	<ul style="list-style-type: none"> • Children are able to identify long and short sounds in a variety of contexts • Children create their own pieces of music using duration to convey a desired effect • Children improvise on existing pieces using duration to convey a desired effect • Children's performance skills become more advanced <i>e.g. increasing technical competence, performing</i>

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	<p>sounds that change or vary in duration e.g. <i>stilling, looking.</i></p>	<p><i>for sad, short sounds for excitement.</i></p> <ul style="list-style-type: none"> • Children actively participate in multi-sensory activities linked to duration e.g. <i>resistance bands.</i> 	<p>relation to tempo e.g. <i>a beat that uses both long and short sounds.</i></p> <ul style="list-style-type: none"> • Children respond to the duration of sounds being used to symbolise other things e.g. <i>characters in a story, long gong sound to time relaxation, short woodblock sound for a knock at the door.</i> 	<p>changing duration for a purpose e.g. <i>change of character in a story, indicate a change in structure.</i></p>	<p><i>changing duration with accuracy and in keeping with a rhythm</i></p> <ul style="list-style-type: none"> • Children produce a simple score to reflect their own composition and use of duration e.g. <i>symbols, notation.</i>
<p>Rhythm a strong regular repeated pattern</p>	<ul style="list-style-type: none"> • Children experience variations and repeating rhythms through listening to a range of sounds and music in different 	<ul style="list-style-type: none"> • Children demonstrate a clear response to a change or contrast in a rhythm. • Children intentionally produce sounds in 	<ul style="list-style-type: none"> • Children produce sounds varying in duration in imitation of an adult in a variety of ways • Children recognise and 	<ul style="list-style-type: none"> • Children make clear distinctions between rhythms in different pieces of music • Children identify and play along with rhythms they hear. 	<ul style="list-style-type: none"> • Children are able to identify and recreate more complex rhythms. • Children create their own complex rhythms for a desired effect.

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	<p>contexts and styles</p> <ul style="list-style-type: none"> • Children produce rhythms co-actively when exploring duration <i>e.g. hand under hand, drum beat</i> • Sounds children experience are linked to other sensory input <i>e.g. rhythms played on a resonance board</i> • Involuntary/ reflex response to sounds that change or vary in rhythm <i>e.g. stilling, looking</i> 	<p>a variety of ways with increasing control, experimenting with rhythms <i>e.g. vocal, switch operated</i></p> <ul style="list-style-type: none"> • Children actively participate in multi-sensory activities linked to rhythm <i>e.g. moving to a rhythm.</i> 	<p>imitate simple repeating rhythms.</p> <ul style="list-style-type: none"> • Children respond to a specific rhythm being used to symbolise other things <i>e.g. musical motifs for characters in a story.</i> 	<ul style="list-style-type: none"> • Children can perform short pieces referring to a sequence of symbols for their rhythm <i>e.g. notation or visual representation.</i> • Children implement use of changing rhythms <i>e.g. change of setting in a story.</i> 	<ul style="list-style-type: none"> • Children improvise on existing pieces using varied rhythms to convey a desired effect • Children's performance skills become more advanced <i>e.g. increasing technical competence, keeping in time with more complex rhythms.</i> • Children produce a simple score to reflect their own composition <i>e.g. symbols, notation</i>
<p>By the end of key stage 1</p>	<p>Pupils will use instruments and their voices (where appropriate) expressively and creatively through chants, songs and rhymes. They will be able to play both tuned and untuned instruments musically. Pupils will listen and listen and respond to a variety of live and recorded musical experiences. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>				
<p>By the end of key stage 2</p>	<p>Pupils will develop their performance skills using expression and displaying confidence and control in both solo and ensemble scenarios. They will play instruments and sing with increasing competence, fluency and accuracy. Pupils will have an understanding and appreciation of a wide range of music styles and traditions, including the history of music. They will improvise on and compose pieces of music using the interrelated dimensions of music for a given purpose, recording them using correct notation. They will learn to organise, structure and manipulate their ideas during</p>				

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	composition. Pupils will develop their attention to detail when listening to music and recall sounds with increasing aural memory.
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Please refer to the Sounds of Intent Website for further information and video examples for each of the levels.
(www.soundsofintent.org)

Can I keep this curriculum map for ks1 and 2 and differentiate the cycle of topics?