

Events and Projects Framework

What is the Events and Projects Framework?

Events and projects form an integral part of our schools programme. As well as providing valuable opportunities to develop performance skills and celebrate progress, they also help to structure the learning of other musical and non-musical skills from the Curriculum and Assessment Framework.

The Events and Projects Framework lists all the events and projects by year group, and identifies the musical and non-musical learning that each event/project helps to achieve.

How can teachers use the Events and Projects Framework?

- Look at the events and projects listed for the year group(s) that you teach
- For each one, look at the musical and non-musical learning that this framework identifies
- Consider how you can structure your teaching in the lead-up to the event/project by:
 - Visiting www.musicmasters.org.uk/curriculum to find the relevant learning objectives and explore the suggested activities.
 - Plan repertoire for the event/project carefully. Rather than just being driven by what students can currently do, it should offer opportunities to develop the desired skills.
 - Identify how the event/project can contribute to your assessments (especially in terms of the non-musical outcomes, which are identified on the Events and Projects Framework)

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Events and Projects Framework: Reception (Year 1 at Jessop)

Activity	Date	Duration	Participants	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Summer Concert	Term 6	1 concert in school time	Whole year group <i>The participation of Reception classes in the summer concert is at teachers' discretion; for some cohorts it may not be appropriate to perform.</i>	- Performing as part of a group - Performing with live musicians (house band/accompanists brought in) - Celebrate musical achievements - Family and intergenerational musical experience - School community celebration	Singing - Join in with simple songs, chants and rhymes Playing - Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination	- Be introduced to genres of music from around the world, learning about the music's context and the people who may have written, performed and used this music - Increase their sense of leadership and responsibility and build confidence through taking the role of the leader in simple songs and games	- Enjoy music - Feel proud of their achievements in music - Show resilience - Appreciate a diverse range of music and musicians - Enjoy making music in a group
Possible performances by visiting musicians	Throughout the year	Variable	Whole year group	- Hearing live music - Exploring the role of a musician in society <i>N.B. Although visiting musicians will often lead assemblies with the whole school/multiple year groups, visits to individual musicianship classes can be very powerful for children in Reception.</i>	Listening and Reflecting Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing	Be introduced to genres of music from around the world, learning about the music's context and the people who may have written, performed and used this music	- Enjoy music - Appreciate a diverse range of music and musicians
Possible additional performance opportunities for students	Throughout the year	Variable	Whole year group	- Performing as part of a group - Celebrate musical achievements - Family and intergenerational musical experience	Singing Join in with simple songs, chants and rhymes Playing	Be introduced to genres of music from around the world, learning about the music's context and the people who may have	- Enjoy music - Feel proud of their achievements in music - Show resilience

				● School and/or community celebration	● Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination	written, performed and used this music ● Increase their sense of leadership and responsibility and build confidence through taking the role of the leader in simple songs and games	● Appreciate a diverse range of music and musicians ● Enjoy making music in a group
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Events and Projects Framework: Year 1

Activity	Date	Duration	Participants	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Winter Concert	Term 2	1 concert in school time	Whole year group	- Performing as part of a group - Performing with live musicians (house band/accompanists brought in) - Celebrate musical achievements - Family and intergenerational musical experience - School community celebration	Singing - Play in unison with others, keeping in time with them and with backing tracks or live accompaniments - Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	- Perform within the school - Work together as a team with their peers, showing support and consideration	- Enjoy music - Feel proud of their achievements in music - Show resilience - Appreciate a diverse range of music and musicians - Enjoy making music in a group
LPO Brightsparks Concert	Term 4	1 x half-day school trip	Whole year group <i>N.B. Year 2 at Jessop</i>	- Hearing live music - Learning about the instruments within an orchestral context - Exploring the role of a musician in society - Singing in a large group - CPD for class teachers - Class teachers and Music Masters teachers teaching/practising the songs before the event	Singing - Sing simple songs in unison Listening and Reflecting - Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers - Develop their understanding of the wider orchestral and musical sound world through listening to and recalling a variety of instruments	Understand the concept of 'musician' as a career or hobby	- Enjoy music - Appreciate a diverse range of music and musicians

M-Fest	Term 4	1 afternoon /after-school event	Whole year group (optional attendance)	Children from all year groups may: • Perform solos on the open mic • Hear live music (teachers, external musicians) • Demonstrate their musical skills to parents/carers in teacher takeovers	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing (for any that choose to do open mic) • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians
Summer Concert	Term 6	1 concert in school time	Whole year group	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Work together as a team with their peers, showing support and consideration	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Possible performances by visiting musicians	Throughout the year	Variable	Whole year group	• Hearing live music • Exploring the role of a musician in society	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Understand the concept of 'musician' as a career or hobby	• Enjoy music • Appreciate a diverse range of music and musicians

Possible additional performance opportunities for students	Throughout the year	Variable	Whole year group	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience • School and/or community celebration	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Work together as a team with their peers, showing support and consideration	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
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Events and Projects Framework: Year 2

Activity	Date	Duration	Participants	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Winter Concert	Term 2	1 concert in school time	Whole year group	- Performing as part of a group - Performing with live musicians (house band/accompanists brought in) - Celebrate musical achievements - Family and intergenerational musical experience - School community celebration	Playing - Play in unison with others, keeping in time with them and with backing tracks or live accompaniments - Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting - Talk about what they have done well in their music lessons and understand how to make improvements	- Work together as a team with their peers, showing support and consideration - Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	- Enjoy music - Feel proud of their achievements in music - Show resilience - Appreciate a diverse range of music and musicians - Enjoy making music in a group
M-Fest	Term 4	1 afternoon /after-school event	Whole year group (optional attendance)	Children from all year groups may: - Perform solos on the open mic - Hear live music (teachers, external musicians) - Demonstrate their musical skills to parents/carers in teacher takeovers	Listening and Reflecting - Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing (for any that choose to do open mic) - Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer	- Perform within the school - Build confidence and responsibility through leading an activity or performance without the teacher playing - Learn effectively with parents, teachers, and peers in music lessons - Begin to connect with the idea of 'where music can take you' and how it can be part of their life	- Enjoy music - Feel proud of their achievements in music - Show resilience - Appreciate a diverse range of music and musicians

Community Concert	Term 5/6	1 x half-day school trip	Whole year group	• Community performance, performing to an unfamiliar audience outside of school • Performing as a group • Celebrating musical achievements • Family and intergenerational musical experience	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Perform within the local community • Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Summer Concert	Term 6	1 concert in school time	Whole year group	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

Possible additional performances by visiting musicians	Throughout the year	Variable	Whole year group	• Hearing live music • Exploring the role of a musician in society	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Begin to connect with the idea of 'where music can take you' and how it can be part of their life	• Enjoy music • Appreciate a diverse range of music and musicians
Possible additional performance opportunities for students	Throughout the year	Variable	Whole year group	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience • School and/or community celebration	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

Events and Projects Framework: Year 3

Activity	Date	Duration	Who	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Winter Concert	Term 2	1 concert in school time	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Playing • Play with others in unison and in simple parts, keeping in time • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

Creative Composition Workshop	Term 3 and 4	1 x full-day workshop at the National Gallery	Whole year group	• Composition and improvisation linked to a school curriculum topic • Using artworks as a stimulus for creating music • Combining string instruments with other instruments/body percussion/singing • Scoring, graphic scoring, notation etc. • Full-day musical activity, developing resilience • Possible leadership opportunities with some students conducting/leading groups N.B. No performance output for this event	Improvising and composing • Improvise within a given structure following set parameters, e.g. using a given scale/set of notes/rhythmic device • Compose longer melodies using familiar rhythms and notes • Explore structure in their compositions through repetition and contrast	• Work together as a team with their peers, showing support and consideration • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with peers in music lessons • Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
M-Fest	Term 4	1 afternoon/after-school event	Instrumental students (optional attendance)	Where appropriate, this can be an opportunity to showcase composition work from instrumental lessons. Children from all year groups may: • Perform solos on the open mic • Hear live music (teachers, external musicians) • Demonstrate their musical skills to parents/carers in teacher takeovers	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing (for any that choose to do open mic) • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians

					• Develop confidence in performing in school assemblies or concerts		
Summer Concert	Term 6	1 concert in school time	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Playing • Play with others in unison and in simple parts, keeping in time • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Musicianship Performance	Throughout the year	1 performance per class per year (e.g. an assembly, Winter/ Summer Concert, M-Fest, external performance opportunity)	Musicianship students	• Performing as part of a group (possibly collaborating with string players) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Singing • Sing songs in unison and 2 or 3 parts, such as canons, partner songs and countermelodies, developing an awareness of how different parts fit together • Sing with expression, conveying the overall mood of the song • Sing songs in major and minor keys with a range of up to an octave, with accurate tuning and an even tone quality throughout an increasing range	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					• Sing songs with gradual changes of dynamics, maintaining a good tone quality Playing • Play a variety of classroom percussion instruments, both tuned and untuned, developing control and quality of sound • Play with others in unison and in simple parts, keeping in time • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance		
Possible performances by visiting musicians	Throughout the year	Variable	Whole year group	• Hearing live music • Exploring the role of a musician in society	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Appreciate a diverse range of music and musicians
Possible additional performance opportunities for students	Throughout the year	Variable	Instrumental students	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience	Playing • Play with others in unison and in simple parts, keeping in time • Perform with expression, beginning to identify the mood of	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians

				• School and/or community celebration	pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school	• Enjoy making music in a group
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Events and Projects Framework: Year 4

Activity	Date	Duration	Who	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Winter Concert	Term 2	1 concert in school time	Instrumental students	- Performing as part of a group - Performing with live musicians (house band/accompanists brought in) - Celebrate musical achievements - Family and intergenerational musical experience - School community celebration	Playing - Play pieces in multiple parts, listening to and responding to others - Perform with a sense of occasion, developing confidence as a performer - Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. Listening and Reflecting - Reflect on their playing and identify how to improve aspects of their performance	- Work together as a team with their peers, showing support and consideration - Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements - Develop respect and understanding of other cultures and traditions through music - Perceive music as an important part of their life in and out of school	- Enjoy music - Feel proud of their achievements in music - Show resilience - Appreciate a diverse range of music and musicians - Enjoy making music in a group
Improvisation project	Term 3 and 4	Throughout group lesson activity	Instrumental students	- Project that culminates in performance at M-Fest - Developing confidence and resilience - Developing personal musical interests - Teamwork, communication, peer leadership - Youth & Child Voice – agency, decision making, future of their music-making etc.	Improvising and Composing Improvise within a given structure (e.g. a section within one of their pieces/songs) following set parameters, e.g. using open strings, or open strings and first fingers	- Work together as a team with their peers, showing support and consideration - Build confidence and responsibility through leading an activity or performance without the teacher playing - Learn effectively with parents, teachers and peers in music lessons - Develop respect and understanding of other	- Enjoy music - Feel proud of their achievements in music - Show resilience - Appreciate a diverse range of music and musicians - Enjoy making music in a group

						cultures and traditions through music ● Perceive music as an important part of their life in and out of school	
M-Fest	Term 4	1 afternoon/after-school event	Instrumental students	● Showcasing work in improvisation and composition ● Developing leadership skills ● Exploring the jazz genre through improvisation, learning about its social history and context ● Developing confidence and resilience ● Performing with a dynamic accompaniment in the form of a house jazz band In addition to performances of the materials generated by instrumental students as part of the improvisation project, children may: ● Perform solos on the open mic ● Hear live music (teachers, external musicians) ● Demonstrate their musical skills to parents/carers in teacher takeovers	Listening and Reflecting ● Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing ● Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. ● Perform with a sense of occasion, developing confidence as a performer	● Build confidence and responsibility through leading an activity or performance without the teacher playing ● Learn effectively with parents, teachers, and peers in music lessons ● Develop respect and understanding of other cultures and traditions through music ● Perceive music as an important part of their life in and out of school	● Enjoy music ● Feel proud of their achievements in music ● Show resilience ● Appreciate a diverse range of music and musicians ● Enjoy making music in a group
Summer Concert	Term 6	1 concert in school time	Instrumental students	● Performing as part of a group ● Performing with live musicians (house band/accompanists brought in) ● Celebrate musical achievements ● Family and intergenerational musical experience ● School community celebration	Playing ● Play pieces in multiple parts, listening to and responding to others ● Perform with a sense of occasion, developing confidence as a performer ● Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their	● Work together as a team with their peers, showing support and consideration ● Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	● Enjoy music ● Feel proud of their achievements in music ● Show resilience ● Appreciate a diverse range of music and musicians ● Enjoy making music in a group

					teacher and making some decisions about tempo, dynamics, phrasing etc. Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school	
Musicianship Performance	Throughout the year	1 performance per class per year (e.g. an assembly, Winter/ Summer Concert, M-Fest, external performance opportunity)	Musicianship students	• Performing as part of a group (possibly collaborating with string players) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Singing • Sing songs with a wider range of dynamics, maintaining a good tone quality • Sing with expression, conveying the meaning of the words • Sing songs in a variety of keys with a range of an octave or more, with accurate tuning and an even tone quality throughout an increasing range • Sing songs in unison and 2 or 3 parts, such as canons, partner songs and simple harmonies, demonstrating an awareness of balance Playing • Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					• Play pieces in multiple parts, listening to and responding to others • Perform with a sense of occasion, developing confidence as a performer Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance		
Possible performances by visiting musicians	Throughout the year	Variable	Whole year group	• Hearing live music • Exploring the role of a musician in society	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Appreciate a diverse range of music and musicians
Possible additional performance opportunities for students	Throughout the year	Variable	Instrumental students	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience • School and/or community celebration	Playing • Play pieces in multiple parts, listening to and responding to others • Perform with a sense of occasion, developing confidence as a performer • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

Events and Projects Framework: Year 5

Activity	Date	Duration	Who	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Winter Concert	Term 2	1 concert in school time	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Playing • Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc. • Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc. • Perform with a sense of occasion with increasing confidence Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Improvisation /Composition project	Term 3 and 4	Throughout group lesson activity	Instrumental students	• Project that culminates in performance at M-Fest • Developing confidence and resilience • Developing personal musical interests • Teamwork, communication, peer leadership • Youth & Child Voice – agency, decision making, future of their music making etc.	Improvising and Composing • Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre • Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the	• Work together as a team with their peers, showing support and consideration • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers and peers in music lessons • Develop respect and understanding of other	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					elements/interrelated dimensions of music are used in that style • Notate their compositions and invite other students to learn to play them • Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions	cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	
M-Fest	Term 4	1 afternoon/after-school event	Instrumental students	• Showcasing work in improvisation and composition • Developing leadership skills • Exploring the jazz genre through improvisation, learning about its social history and context • Developing confidence and resilience • Performing with a dynamic accompaniment in the form of a house jazz band In addition to performances of the materials generated by instrumental students as part of the improvisation project, children may: • Perform solos on the open mic • Hear live music (teachers, external musicians) • Demonstrate their musical skills to parents/carers in teacher takeovers	Playing • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. • Perform with a sense of occasion, developing confidence as a performer Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Summer Concert	Term 6	1 concert in school time	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in)	Playing • Maintain individual parts in ensemble pieces and contribute to decisions regarding style,	• Work together as a team with their peers, showing support and consideration	• Enjoy music • Feel proud of their achievements in music • Show resilience

				• Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	pulse, dynamics, phrasing etc. • Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc. • Perform with a sense of occasion with increasing confidence Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Appreciate a diverse range of music and musicians • Enjoy making music in a group
Musicianship Performance	Throughout the year	1 performance per class per year (e.g. an assembly, Winter/ Summer Concert, M-Fest, external performance opportunity)	Musicianship students	• Performing as part of a group (possibly collaborating with string players) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Singing • Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, listening and responding to other • Sing with expression, creating different moods within a song • Sing with greater control of changing dynamics • Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality over longer phrases Playing • Play a variety of classroom percussion instruments, both tuned	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					and untuned, further developing control and quality of sound • Perform with a sense of occasion with increasing confidence Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance		
Possible performance s by visiting musicians	Throughout the year	Variable	Whole year group	• Hearing live music • Exploring the role of a musician in society	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Appreciate a diverse range of music and musicians
Possible additional performance opportunities for students	Throughout the year	Variable	Instrumental students	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience • School and/or community celebration	Playing • Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc. • Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc. • Perform with a sense of occasion with increasing confidence	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance		
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Events and Projects Framework: Year 6

Activity	Date	Duration	Who	Focus	Learning Objectives		Non-musical outcomes
					Musical	Social, moral, spiritual and cultural	
Winter Concert	Term 2	1 concert in school time	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre • Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Busking	Term 6	1 x full-day school trip	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Developing an understanding of charities and fundraising • Developing advocacy for Music Masters ahead of becoming a Champion	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

				• Child voice and leadership of graduation • Celebrating musical achievements through graduation	awareness of style and genre Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	
M-Fest	Term 4	1 afternoon/after-school event	Instrumental students Musicianship students (in those schools that have KS2 Musicianship teaching)	In schools with KS2 Musicianship teaching: • Musicianship/string collaborative performance In schools without KS2 Musicianship teaching: • Showcasing work in improvisation and composition Children from all year groups may: • Perform solos on the open mic • Hear live music (teachers, external musicians) • Demonstrate their musical skills to parents/carers in teacher takeovers	Playing • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. • Perform with a sense of occasion, developing confidence as a performer Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Summer Concert	Term 6	1 concert in school time	Instrumental students	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

				• Family and intergenerational musical experience • School community celebration	the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre • Evaluate and learn from their performances to an audience	skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	
Musicianship Performance	Throughout the year	In addition to M-Fest, 1 performance per class per year (e.g. an assembly, Winter/ Summer Concert, external performance opportunity)	Musicianship students	• Performing as part of a group (possibly collaborating with string players) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Singing • Sing with expression, contributing to collective decisions about how to shape a performance • Sing with confidence and control incorporating a variety of dynamics and dynamic changes • Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, with greater independence • Sing with clear and confident diction • Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality throughout more challenging repertoire Playing • Demonstrate an awareness of others when playing in an ensemble, watching and	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance		
Possible performances by visiting musicians	Throughout the year	Variable	Whole year group	• Hearing live music • Exploring the role of a musician in society	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Develop respect and understanding of other cultures and traditions through music	• Enjoy music • Appreciate a diverse range of music and musicians
Possible additional performance opportunities for students	Throughout the year	Variable	Instrumental students	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience • School and/or community celebration	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre • Evaluate and learn from their performances to an audience	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group

					Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance		
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Events and Projects Framework: Busking

Date	Term 6	Focus	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Developing an understanding of charities and fundraising • Developing advocacy for Music Masters ahead of becoming a Champion • Child voice and leadership of graduation • Celebrating musical achievements through graduation	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	1 x full-day school trip				
Participants	Year 6: Instrumental students				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 6	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future

Events and Projects Framework: Community Concert

Date	Term 5/6	Focus	• Community performance, performing to an unfamiliar audience outside of school • Performing as a group • Celebrating musical achievements • Family and intergenerational musical experience	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	1 x half-day school trip				
Participants	Year 2: Whole year group				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 2	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Perform within the local community • Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements

Events and Projects Framework: Creative Composition Workshop

Date	Term 3/4	Focus	• Composition and improvisation linked to a school curriculum topic • Using artworks as a stimulus for creating music • Combining string instruments with other instruments/body percussion/singing • Scoring, graphic scoring, notation etc. • Full-day musical activity, developing resilience • Possible leadership opportunities with some students conducting/leading groups <i>N.B. No performance output for this event</i>	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	1 x full-day workshop at the National Gallery				
Who	Year 3: Whole year group				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 3	Improvising and composing • Improvise within a given structure following set parameters, e.g. using a given scale/set of notes/rhythmic device • Compose longer melodies using familiar rhythms and notes • Explore structure in their compositions through repetition and contrast	• Work together as a team with their peers, showing support and consideration • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with peers in music lessons • Develop respect and understanding of other cultures and traditions through music

Events and Projects Framework: Improvisation Project

Date	Term 3/4	Focus	• Project that culminates in performance at M-Fest • Developing confidence and resilience • Developing personal musical interests • Teamwork, communication, peer leadership • Youth & Child Voice – agency, decision making, future of their music-making etc.	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	Throughout group lesson activity				
Participants	Year 4: Instrumental students				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 4	Improvising and Composing • Improvise within a given structure (e.g. a section within one of their pieces/songs) following set parameters, e.g. using open strings, or open strings and first fingers	• Work together as a team with their peers, showing support and consideration • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers and peers in music lessons • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school

Events and Projects Framework: Improvisation/Composition Project

Date	Term 3/4	Focus	• Project that culminates in performance at M-Fest • Developing confidence and resilience • Developing personal musical interests • Teamwork, communication, peer leadership • Youth & Child Voice – agency, decision making, future of their music making etc.	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	Throughout group lesson activity				
Participants	Year 5: Instrumental students				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 5	Improvising and Composing • Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre • Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style • Notate their compositions and invite other students to learn to play them • Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions	• Work together as a team with their peers, showing support and consideration • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers and peers in music lessons • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future

Events and Projects Framework: LPO Brightsparks Concert

Date	Term 3/4	Focus	• Hearing live music • Learning about the instruments within an orchestral context • Exploring the role of a musician in society • Singing in a large group • CPD for class teachers • Class teachers and Music Masters teachers teaching/ practising the songs before the event	Non-musical outcomes	• Enjoy music • Appreciate a diverse range of music and musicians
Duration	1 x half-day school trip				
Participants	Year 1 (Year 2 at Jessop): Whole year group				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 1 (Year 2 at Jessop)	Singing • Sing simple songs in unison Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers • Develop their understanding of the wider orchestral and musical sound world through listening to and recalling a variety of instruments	• Understand the concept of 'musician' as a career or hobby

Events and Projects Framework: M-Fest

Date	Term 4	Focus	Children from all year groups may: • Perform solos on the open mic • Hear live music (teachers, external musicians) • Demonstrate their musical skills to parents/carers in teacher takeovers Year 3: • Where appropriate, this can be an opportunity to showcase composition work from instrumental lessons. Years 4 and 5: • Showcasing work in improvisation and composition • Developing leadership skills • Exploring the jazz genre through improvisation, learning about its social history and context • Developing confidence and resilience • Performing with a dynamic accompaniment in the form of a house jazz band Year 6: <i>In schools with KS2 Musicianship teaching:</i> • Musicianship/string collaborative performance <i>In schools with KS2 Musicianship teaching:</i> • Showcasing work in improvisation and composition	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians (And for Years 4 – 6): • Enjoy making music in a group
Duration	1 afternoon/after-school event				
Participants	Years 1 – 2: Whole year group (optional attendance) Years 3 – 6: Instrumental students				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 1	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing (for any that choose to do open mic) • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons
Year 2	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing (for any that choose to do open mic) • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer	• Perform within the school • Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Begin to connect with the idea of 'where music can take you' and how it can be part of their life
Year 3	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing (for any that choose to do open mic) • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music
Year 4	Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers Playing • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. • Perform with a sense of occasion, developing confidence as a performer	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school

Year 5	Playing • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. • Perform with a sense of occasion, developing confidence as a performer Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music
Year 6	Playing • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. • Perform with a sense of occasion, developing confidence as a performer Listening and Reflecting • Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	• Build confidence and responsibility through leading an activity or performance without the teacher playing • Learn effectively with parents, teachers, and peers in music lessons • Develop respect and understanding of other cultures and traditions through music

Events and Projects Framework: Musicianship Performance

Date	Throughout the year	Focus	• Performing as part of a group (possibly collaborating with string players) • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	1 performance per class per year (e.g. an assembly, Winter/Summer concert, M-Fest, external performance opportunity)				
Who	Years 3 – 6: Musicianship students <i>N.B. Year 6 Musicianship students will also perform at M-Fest in addition to this</i>				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 3	Singing • Sing songs in unison and 2 or 3 parts, such as canons, partner songs and countermelodies, developing an awareness of how different parts fit together • Sing with expression, conveying the overall mood of the song • Sing songs in major and minor keys with a range of up to an octave, with accurate tuning and an even tone quality throughout an increasing range • Sing songs with gradual changes of dynamics, maintaining a good tone quality Playing • Play a variety of classroom percussion instruments, both tuned and untuned, developing control and quality of sound • Play with others in unison and in simple parts, keeping in time • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school

	Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	
Year 4	Singing • Sing songs with a wider range of dynamics, maintaining a good tone quality • Sing with expression, conveying the meaning of the words • Sing songs in a variety of keys with a range of an octave or more, with accurate tuning and an even tone quality throughout an increasing range • Sing songs in unison and 2 or 3 parts, such as canons, partner songs and simple harmonies, demonstrating an awareness of balance Playing • Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound • Play pieces in multiple parts, listening to and responding to others • Perform with a sense of occasion, developing confidence as a performer Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school
Year 5	Singing • Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, listening and responding to other • Sing with expression, creating different moods within a song • Sing with greater control of changing dynamics • Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality over longer phrases Playing • Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound • Perform with a sense of occasion with increasing confidence	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future

	Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	
Year 6	Singing • Sing with expression, contributing to collective decisions about how to shape a performance • Sing with confidence and control incorporating a variety of dynamics and dynamic changes • Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, with greater independence • Sing with clear and confident diction • Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality throughout more challenging repertoire Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future

Events and Projects Framework: Possible additional performance opportunities for students

Date	Throughout the year	Focus	• Performing as part of a group • Celebrate musical achievements • Family and intergenerational musical experience • School and/or community celebration	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	Variable				
Participants	Reception – Year 2: Whole year group Years 3 – 6: Instrumental students				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Reception (Year 1 at Jessop)	Singing • Join in with simple songs, chants and rhymes Playing • Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination	• Be introduced to genres of music from around the world, learning about the music's context and the people who may have written, performed and used this music • Increase their sense of leadership and responsibility and build confidence through taking the role of the leader in simple songs and games
Year 1	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Work together as a team with their peers, showing support and consideration
Year 2	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
Year 3	Playing • Play with others in unison and in simple parts, keeping in time • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements

	• Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	• Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school
Year 4	Playing • Play pieces in multiple parts, listening to and responding to others • Perform with a sense of occasion, developing confidence as a performer • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school
Year 5	Playing • Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc. • Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc. • Perform with a sense of occasion with increasing confidence Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future
Year 6	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre • Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future

Events and Projects Framework: Possible performances by visiting musicians

Date	Throughout the year	Focus	- Hearing live music - Exploring the role of a musician in society	Non-musical outcomes	- Enjoy music - Appreciate a diverse range of music and musicians
Duration	Variable				
Participants	Reception – Year 6: Whole year group N.B. Although visiting musicians will often lead assemblies with the whole school/multiple year groups, visits to individual musicianship classes can be very powerful for children in Reception				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Reception (Year 1 at Jessop)	Listening and Reflecting Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing	Be introduced to genres of music from around the world, learning about the music's context and the people Participants may have written, performed and used this music
Year 1	Listening and Reflecting Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Understand the concept of 'musician' as a career or hobby
Year 2	Listening and Reflecting Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Begin to connect with the idea of 'where music can take you' and how it can be part of their life
Years 3 – 6	Listening and Reflecting Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Develop respect and understanding of other cultures and traditions through music

Events and Projects Framework: Summer Concert

Date	Term 6	Focus	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	1 concert in school time				
Participants	Reception – Year 6: Whole year group The participation of Reception classes in the summer concert is at teachers' discretion; for some cohorts it may not be appropriate to perform.				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Reception (Year 1 at Jessop)	Singing • Join in with simple songs, chants and rhymes Playing • Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination	• Be introduced to genres of music from around the world, learning about the music's context and the people who may have written, performed and used this music • Increase their sense of leadership and responsibility and build confidence through taking the role of the leader in simple songs and games
Year 1	Singing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Work together as a team with their peers, showing support and consideration
Year 2	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements

Year 3	Playing • Play with others in unison and in simple parts, keeping in time • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school
Year 4	Playing • Play pieces in multiple parts, listening to and responding to others • Perform with a sense of occasion, developing confidence as a performer • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school
Year 5	Playing • Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc. • Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc. • Perform with a sense of occasion with increasing confidence Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future
Year 6	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre • Evaluate and learn from their performances to an audience	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future

	Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	
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Events and Projects Framework: Winter Concert

Date	Term 2	Focus	• Performing as part of a group • Performing with live musicians (house band/accompanists brought in) • Celebrate musical achievements • Family and intergenerational musical experience • School community celebration	Non-musical outcomes	• Enjoy music • Feel proud of their achievements in music • Show resilience • Appreciate a diverse range of music and musicians • Enjoy making music in a group
Duration	1 concert in school time				
Participants	Years 1 – 2: Whole year group Years 3 – 6: Instrumental students				

Year Group	Learning Objectives	
	Musical	Social, moral, spiritual and cultural
Year 1	Singing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	• Perform within the school • Work together as a team with their peers, showing support and consideration
Year 2	Playing • Play in unison with others, keeping in time with them and with backing tracks or live accompaniments • Perform with a sense of occasion, practising how to walk on stage, stand/sit, and bow, developing confidence as a performer Listening and Reflecting • Talk about what they have done well in their music lessons and understand how to make improvements	• Work together as a team with their peers, showing support and consideration • Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
Year 3	Playing • Play with others in unison and in simple parts, keeping in time • Perform with expression, beginning to identify the mood of pieces and convey this in their playing • Perform with a sense of occasion, developing confidence as a performer • Develop confidence in performing in school assemblies or concerts Listening and Reflecting • Reflect on their playing and begin to identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school

Year 4	Playing • Play pieces in multiple parts, listening to and responding to others • Perform with a sense of occasion, developing confidence as a performer • Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc. Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Perceive music as an important part of their life in and out of school
Year 5	Playing • Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc. • Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc. • Perform with a sense of occasion with increasing confidence Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future
Year 6	Playing • Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate • Interpret repertoire with expression and imagination, showing an awareness of style and genre • Evaluate and learn from their performances to an audience Listening and Reflecting • Reflect on their playing and identify how to improve aspects of their performance	• Work together as a team with their peers, showing support and consideration • Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements • Develop respect and understanding of other cultures and traditions through music • Value music as an important part of their life in and out of school, both now and in the future