



St Luke's School
Curriculum Progression Document
Music





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Curriculum Intent

School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

Subject Intent:

It is our intent at St Luke's to give our pupils a life-long love for music. To develop a self-belief that they are musical, and to instil the confidence to sing and perform; to compose and appreciate variations of sound. We enhance creativity through active participation, aiming to develop essential skills such as listening, rhythm, timing, improvisation, singing and collaboration while also promoting cultural awareness and expression. The children are exposed to music from all around the world, crossing generations and genres.

St Luke's pupils will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing, listening, appreciating and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum will help children develop skills such as teamwork, leadership, creative thinking, problem solving, decision making and presentation and performance skills. By integrating music into the curriculum, we aspire to enrich students' emotional and social development, laying a foundation for lifelong appreciation of the arts.

Essential Characteristics in Music:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Curriculum Concepts:

At St Luke's we strive to develop musical skills and knowledge within our learners to the best of their ability. To achieve this for all children will follow the Charanga Scheme to support the teaching and learning of music. This scheme provides a wealth of easily accessible, purposeful, and up to date resources. The skills and knowledge taught within each unit support learners in navigating the wide-ranging curriculum found within in each element of music: Listening and Appraising, Musical Activities and Performing.



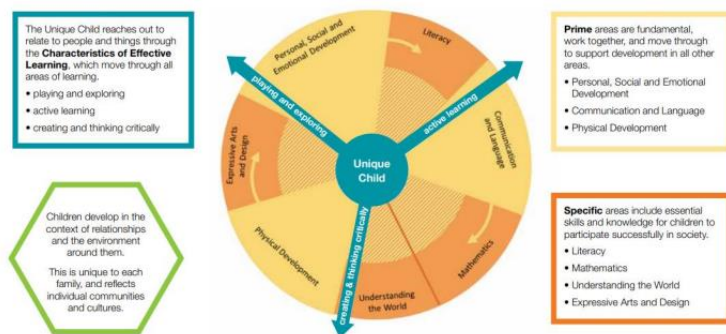
Music in the Early Years

Developing early music skills



Art & Design in the Early Years

- Developing early Art & Design skills



Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This is to help understand how the skills taught across EYFS feed into national curriculum subjects. This demonstrates which statements from the 2020 Development Matters are prerequisite skills for Music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds (Nursery) and Reception to match the programme of study for Music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

The following link to the teaching and learning of music in our EYFS:

Nursery Rhymes/Singing: Teach new songs. Promote confidence through solo singing and group participation.

Movement & Dance: Teach new ring games and dances. Encourage children to explore their own movements and ways in which they can be changed.

Rhythm & Pulse: Explore sounds of instruments and how these can be changed. Encourage repeated rhythms, listening to the beat in music and responding to changes in tempo and volume.

Pitch & Tone: During singing sessions, explore how the voice can be changed. Spoken, whispered, sang.

Nursery		
Communication and Language • Sing a large repertoire of songs	Physical Development • Use large-muscle movements to wave flags and streamers, paint and make marks.	Expressive Arts and Design • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs.

		• Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
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Reception

Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Physical Development

- Combine different movements with ease and fluency.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

Expressive Arts and Design

Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Music and the Jersey Curriculum

Jersey Curriculum

Key stage 1 Pupils should be taught:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	<u>Autumn: Performing</u>	<u>Spring: Composing</u>	<u>Summer: Appraising</u>
EYFS	• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments?	• Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially?	• Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel?
EYFS - GDS	• Can they perform a rhythm?	• Can they begin to sequence sounds to create a rhythm or beat? • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to read pictorial representations of music? (e.g. colour coded bells, music story maps)	• Can they identify reasons why they like some music more than others?

Year 1	• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? Listening • Respond to different moods of music, in different ways	• Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? • Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • Can they make a sequence of sounds for a purpose?	• Can they form an opinion to express how they feel about a piece of music? • Can they recognise repeated patterns? • Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel?
Year 1 - GDS	• Can they perform a rhythm to a steady pulse?	• Can they repeat (short rhythmic and melodic) patterns? • Can they give a reason for choosing an instrument?	• Can they identify what different sounds could represent and give a reason why? • Can they identify texture – listening for whether there is more than one sound at the same time? • Can they identify musical structure in music –verse, chorus etc?
Year 2	• Can they follow the melody using their voice or an instrument? • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments?	• Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long and short sounds? • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds?	• Can they identify particular features when listening to music? • Can they begin to associate sounds they hear with instruments? • Can they independently identify the pulse in a piece of music and tap along? • Can they listen carefully to recall short rhythmic patterns? • Can they begin to recognise changes in timbre, dynamics and pitch? • Are they able to recognise and name different instruments by sight?

	Can they perform musical patterns keeping a steady pulse?	Can they choose sounds to create an effect on the listener?	- Can they evaluate and improve their own work and give reasons? Listening - Listen to simple inter-related dimensions of music - Verbally recall what they have heard with simple vocabulary – loud, soft, high, low - Begin to say what they like and dislike
Year 2 - GDS	- Can they understand the importance of a warm up? - Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?	- Can they use simple structures (e.g. repetition and order) in a piece of music? - Do they know that phrases are where we breathe in a song?	Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?
Year 3	Do they sing songs from memory with increasing expression, accuracy and fluency? - Do they maintain a simple part within an ensemble? - Do they modulate and control their voice when singing and pronounce the words clearly? - Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? - Can they improvise (including call and response) within a group using the voice? - Can they collaborate to create a piece of music? Listening - Describe music using appropriate vocabulary - Begin to compare different kinds of music - Recognise differences between music of different times and cultures	- Can they create repeated patterns using a range of instruments? - Can they combine different sounds to create a specific mood or feeling? - Do they understand how the use of tempo can provide contrast within a piece of music? - Can they begin to read and write musical notation? - Can they effectively choose, order, combine and control sounds to create different textures? - Can they use silent beats for effect (rests)? - Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?	- Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? - Can they evaluate and improve their work, explaining how it has improved using a success criterion? - Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? - Are they able to recognise a range of instruments by ear? - Can they internalise the pulse in a piece of music? - Can they identify the features within a piece of music?
Year 3 - GDS	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	- Can they create accompaniments for melodies? - Can they compose a simple piece of music that they can recall to use again? - Do they understand metre in 4 beats; then 3 beats?	- Can they recognise changes in sounds that move incrementally and more dramatically? - Can they compare repetition, contrast and variation within a piece of music?

Year 4	• Can they perform a simple part of an ensemble rhythmically? • Can they sing songs from memory with increasing expression, accuracy and fluency? • Can they improvise using repeated patterns with increasing accuracy and fluency? Listening • Describe what they hear using a wider range of musical vocabulary • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects • Understand the cultural and social meaning of lyrics • Appreciate harmonies, drone and ostinato • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody	• Can they use notations to record and interpret sequences of pitches? • Can they use notations to record compositions in a small group or on their own? • Can they use notation in a performance?	• Can they explain why silence is used in a piece of music and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
Year 4 - GDS	• Can they use selected pitches simultaneously to produce simple harmony?	• Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast?	• Can they identify how a change in timbre can change the effect of a piece of music?
Year 5	• Can they sing and use their understanding of meaning to add expression? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?	• Can they begin to use standard notation? • Can they use their notations to record groups of pitches (chords)? • Can they choose the most appropriate tempo for a piece of music? • Can they use technology to compose music which meets a specific criterion? Listening	• Can they describe, compare and evaluate music using musical vocabulary? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they identify and begin to evaluate the features within different pieces of music?

	• Can they maintain their part whilst others are performing their part? Listening • Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect	• Identify cyclic patterns — verse and chorus, coda • Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music	• Can they contrast the work of established composers and show preferences?
Year 5 - GDS	• Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	• Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	• Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
Year 6	• Can they begin to sing a harmony part? • Can they begin to perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? Listening • Evaluate differences in live and record performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion	• Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)	• Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affect the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they analyse features within different pieces of music?
Year 6 - GDS	• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	• Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	• Can they appraise the introductions, interludes and endings for songs and compositions they have created?





Curriculum Map — example pieces			
	Autumn	Spring	Summer
Year 1	Singing Songs: Hey You and Little Angel gets her Wings Begin to learn about singing in a group.	Singing: Songs: In the Groove and Round and Round -Continue to learn about singing in a group.	Singing Songs: Your Imagination Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone.
	Performing instruments Begin to play untuned classroom instruments in a group.	Performing instruments: Continue to play untuned classroom instruments in an ensemble.	Begin to understand the importance of warming up their voices and to establish a good singing position.
	Listening and appraising Begin to recognise styles, find the pulse and recognise instruments. Discuss likes and dislikes.	Listening and appraising: Continue to recognise styles, find the pulse and recognise instruments. Discuss likes and dislikes.	Start to consider that words mean something and how they work together with the music.
	Composing Begin to explore and create own melodies and rhythms.	Composing Continue to explore and create own melodies and rhythms	Sing with a good sense of the pulse internally and try to sing together with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor.
			Performing instruments

			Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. Move between differentiated parts as required using a sound-before-symbol approach. Learn to stop/start and respond to basic musical cues from the leader/conductor. Learn how to treat your instrument with respect and how to play it correctly. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach. Listening and appraising Start to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. Start using basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. Composing Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.
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			Improvise using very simple patterns on your instrument and/or voice. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.
Year 2	Singing Song: Hands Feet and Heart and Ho Ho Ho Continue developing singing skills. Continue to learn about working in a group. Performing instruments Continue to play a classroom instrument in a group. Listening and appraising Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Composing Continue to create own melodies and rhythms and record them in some way	Singing Song: I Wanna play and Zoo Time Continue developing singing skills and learn about vocal health. Continue learning about working in a group. Performing instruments Continue to play a classroom instrument in an ensemble (singing and playing). Listening and appraising Recognising styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Composing Continue to create own melodies and rhythms and record them in some way	Singing Song: Friendship Song Continue to understand how to work together as part of a group and with their friends, gradually developing the confidence to sing alone. Continue to understand the importance of warming up their voices and to establish a good singing position. Consider that words mean something and how they work together with the music. Sing with a good sense of the pulse internally and try to sing together and in time with the group. Stop and start as appropriate, begin to follow a leader/conductor. Performing Instruments Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Continue to respond to basic musical cues from the leader/conductor. 4. Continue to treat your instrument with respect and how to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach. Listening and Appraising

			Try to recognise/identify very simple style indicators and different instruments used. March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. Start using basic musical language to describe the music you are listening to and your feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. Composing Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. Move beyond composing using one or two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo) and slower (tempo). Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.
Year 3	Singing Song: Let Your Spirit Fly Continue developing singing skills and learn about vocal health. Continue learning about working in a group.	Singing Song: Three Little Birds and The Dragon Song Continue developing singing skills and learn about vocal health. Continue learning about working in a group.	Singing Song: Bringing us Together Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.

Performing instruments Instrumental work: Glockenspiel stage I Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. Composing Continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol Listening and Appraising Recognising styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Appreciation of and History of Music RnB. Singing in two parts. Mixed styles: Let Your Spirit Fly by Joanna Mangona (RnB) Heal The World by Michael Jackson (Pop) Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Performing instruments Instrumental work: learn to play the ukulele Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. Composing Continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol Listening and Appraising Recognising styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Appreciation of and History of Music Reggae and Bob Marley. Reggae music: Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse Singing in two parts. Music from around the world: The Dragon Song by Joanna Mangona and Pete Readman Birdsong - Chinese Folk Music Vaishnava Java - A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan	Continue to understand the importance of warming up their voices and to establish a good singing position. Consider that words mean something and project the meaning of the song. Sing with a good sense of the pulse internally and sing together and in time with the group. Follow a leader/conductor Performing Instruments Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Continue to respond to basic musical cues from the leader/conductor. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound before-symbol (by ear) approach or, with notation if appropriate. Composing Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. Move beyond composing using two notes, increasing to three notes if appropriate. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this
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			context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember. Listening and Appraising Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music they are listening to and understand what that means. More consistently use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. Appreciation of and History of Music Disco music: Bringing Us Together by Joanna Mangona and Pete Readman Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce
Year 4	Singing Song: Mamma Mia Continue to sing, learn that quality singing is important (including: aiming for a good round sound, projecting (not shouting), take care over diction) and learn about	Singing Song: Stop! Continue to sing, learn that quality singing is important (including: aiming for a good round sound, projecting (not shouting), take care over diction) and learn about vocal	Singing Song: Blackbird Sing in tune within a limited pitch range and continue to understand in greater depth:

vocal health. Continue to learn about working in a group/band/ensemble. Performing instruments Instrumental work: learn how to play the ukulele (including learning to treat instruments with respect and use the correct techniques to play them) - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together Composing Continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Listening and Appraising Have fun listening to a wide range of different styles of music. Find the pulse together and start to understand what pulse is/does/means etc. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise different instruments. Use correct musical language more confidently and consistently during discussion and when describing feelings. Continue to aim to use accurate musical language during discussion and when describing feelings. Appreciation of and History of Music ABBA's music:	health. Continue to learn about working in a group/band/ensemble. Performing instruments Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. Composing Continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. Listening and Appraising Have fun listening to a wide range of different styles of music. Find the pulse together and start to understand what pulse is/does/means etc. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise different instruments. Continue to learn to recognise style indicators Use correct musical language more confidently and consistently during discussion and when describing feelings. Talk about the music and how it makes us feel in greater depth. Continue to aim to use accurate musical language during discussion and when describing feelings. Discuss and understand how other simple dimensions of music fit with each other and within the music.	The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate - continue to follow a leader/conductor confidently. How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. How to sing with good diction. How to perform with a good sense of pulse and rhythm. Performing Instruments Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Continue to respond to basic musical cues from the leader/conductor. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound before-symbol (by ear) approach or, with notation if appropriate. Composing Compose a section of music that can be added to a performance of a song. 1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt. 2. Move beyond composing using two
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	Mamma Mia by ABBA Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Appreciation of and History of Music Mixed styles: Stop! By joanna mangona (Grime) Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) ospel/links to Religious music: Lean On Me by Bill Withers (Soul) Lean On Me by The ACM Gospel Choir (Gospel) Shackles by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) He Still Loves Me by Walter Williams and Beyoncé (Gospel)	notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. 4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). 5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. Listening and Appraising Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music they are listening to and understand what that means. More consistently use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. Appreciation of and History of Music The Beatles and the development of pop music The Civil Rights Movement. The Beatles songs: Blackbird by The Beatles Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles
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Year 5	Singing Song: Living on a Prayer Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently Performing Instruments Use glocks or own instruments. Play together with confidence and understanding in a band or ensemble. Composing Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. Listening and Appraising When listening to the music, find and internalise the pulse using movement. Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. Use correct musical language consistently to describe the music you are listening to and your feelings towards it. Listen, comment on and discuss with confidence, ideas together as a group. Discuss other dimensions of music and how they fit into the music you are listening to. Appreciation and the History of Music	Singing Song: Make you Feel my Love Stress the importance of working together as a group and how the performance is better when everyone works together. Try to match your performance of the song to how the music sounds ie start to think musically. How to sing with good diction. Performing Instruments Revisit how to set up and play classroom percussion instruments and explain how to treat instruments with respect. Children may have brought a band/orchestral instrument to the lesson - give them the appropriate instrumental part. Teach the appropriate instrumental part by ear, but add the link to notation if appropriate. Practise the instrumental parts and decide when everyone is confident enough to add them to the song. Play and move between differentiated parts with a sound-before-symbol approach and according to ability. Utilise the instrumental parts if appropriate. Stress the importance of working together as part of a group and how the musical outcomes are of higher quality when everyone works together. Composing Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.	Yesterday by The Beatles Let It Be by The Beatles Singing Song: Fresh Prince of Bel Air Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? Performing Instruments Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
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	Rock anthems: We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Remind the children of the boundaries to support them - the selected notes on the composing activity. Continuing with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. It may be easier to start with two notes, then three notes etc and build up to the full number suggested. Listening and Appraising The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Appreciation of the History of Music Pop ballads: Make You Feel My Love by Bob Dylan - Adele version Make You Feel My Love - Bob Dylan version So Amazing by Luther Vandross Hello by Lionel Richie The Way You Look Tonight by Jerome Kern Love Me Tender by Elvis Presley Old School Hip Hop: Fresh Prince Of Bel-Air by Will Smith Me, Myself And I by De La Soul Ready Or Not by The Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	Composing Compose a section of music that can be added to a performance of a song. Create your own more complex melodies within the context of the song that is being learnt. Move beyond composing using two notes, increasing to three notes then five if appropriate. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. Listening and Appraising Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. Find the pulse confidently and innately, of the music they are listening to and understand what that means. Use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. Appreciation of the History of Music Motown: Dancing In The Street by Martha And The Vandellas
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			I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard It Through The Grapevine by Marvin Gaye Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell You Are The Sunshine Of My Life by Stevie Wonder The Tracks Of My Tears by Smokey Robinson And The Miracles
Year 6	Singing Song: I'll be There Work through the vocal warm-ups, revisit how and why we warm up our voices and bodies to get a good quality sound and projection. Support the children to learn to sing each song, stressing the need to interpret it, sing with good diction, a good sense of pulse and rhythm, listening carefully to copy the example. Stress the importance of working together in a group and how the performance is better when everyone works together. Performing Instruments With a greater depth of understanding: Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Performing Instruments Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. Composing	Singing Song: Don't Stop Believing and Happy Sing within an appropriate vocal range with clear diction and continue to understand: The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. How important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. Performing Instruments Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. Build on understanding the basics and foundations of formal notation – an introduction. Composing	Singing Song: You've got a Friend Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? Performing Instruments With a greater depth of understanding: Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse.

Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. Listen to each idea and talk/discuss it. Listening and Appraising Children will continue to show their increasing depth of knowledge and understanding. The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. Appreciation of the History of Music Michael Jackson's music and his influence on Pop music: I'll Be There by The Jackson 5 I Want You Back by The Jackson 5 ABC by The Jackson 5 Man In The Mirror by Michael Jackson You Are Not Alone by Michael Jackson Black Or White by Michael Jackson	Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. Listening and Appraising They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Appreciation of the History of Music Rock music: Don't Stop Believin by Journey/Glee/Petra Haden Livin on a prayer by Bon Jovi All Right Now by Free Eye of the Tiger by Survivor Music that makes you happy!: Happy by Pharrell Williams Top Of The World by The Carpenters Don't Worry, Be Happy by Bobby McFerrin Walking On Sunshine by Katrina And The Waves When You're Smiling by Frank Sinatra Love Will Save The Day by Brendan Reilly	Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. Build on understanding the basics and foundations of formal notation - an introduction. Composing Compose a section of music that can be added to a performance of a song. Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. Move beyond composing using two notes, increasing to three notes then five if appropriate. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate Listening and Appraising Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.
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			Appreciation of the History of Music Carole King's music - her life as a composer. Friendship: You've Got A Friend by Carole King The Loco-Motion sung by Little Eva, written by Carole King One Fine Day sung by The Chiffons, written by Carole King Up On The Roof sung by The Drifters, written by Carole King Will You Still Love Me Tomorrow by Carole King (You Make Me Feel Like) A Natural Woman) by Carole King
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Effective primary school music teaching encompasses a blend of pedagogical approaches, focusing on engaging students through various methods like creative expression, active learning, and differentiation. It also emphasizes the importance of music literacy development, fostering aural skills, and using technology.

Creative Expression:

Improvisation and Composition: Encourage students to create their own music, fostering creativity and problem-solving.

Original Musical Pieces: Develop musical pieces using various instruments and vocal techniques.

Active Learning:

Hands-on Activities: Involve students in interactive activities that stimulate musical learning.

Movement and Group Interaction: Integrate movement and group work to make lessons engaging.

Differentiation:

Individual Needs: Recognize that each learner has unique strengths and needs.

Varied Learning Styles: Adapt teaching methods to cater to different learning styles and paces.

Music Literacy Development:

Sound Before Symbol: Prioritize aural development by focusing on listening and responding to music before introducing notation.

Multiple Exposures: Present musical concepts in various ways and through different songs before introducing the notation.

Making it Their Own: Provide opportunities for students to improvise and compose using new musical concepts.

Thematic and Historical Context:

Cultural Background: Explore the historical and cultural contexts of different musical genres.

Shared Knowledge: Develop an understanding of the stories, origins, and traditions of music.

The Kodaly Method:

Singing-Based Approach: Utilize singing as a foundation for musical literacy.

Movement Integration: Incorporate movement to develop a sense of rhythm and meter.

Popular Music Pedagogies:

Engaging with Student Choice: Incorporate music that students choose and create.

Collaborative Learning: Create a learning environment where students, teachers, and educators collaborate.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Learning Intentions are shared with children each lesson and displayed in children's books.
- Children are given a context through which they can explore each learning intention.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include diagrams, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of scientific understanding in the given area of learning at that time.

- The various methods of recording should demonstrate the children's understanding of the lesson's learning intention and how deeply they have understood the intention.
- Teachers' feedback should directly relate to the learning intention for the lesson, give specific ways in which the child has been successful.
- Gap Task and any verbal feedback where necessary.
- Children are given the opportunity to assess their own and others' progress. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress in science understanding and knowledge. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Teachers' judgements will also be informed by lessons outcomes and quizzes based on questions within the knowledge organisers.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught previously.
- Assessment information will be used to plan future work for the class, including any intervention necessary.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.
- Key scientist have been considered and chosen specifically for each area of focus and year group. Children will be introduced to these and links made to them in their learning. These scientists have been systematically planned over the year groups to allow progression in knowledge and understanding of the world around them.
- Children are exposed to, and will build, a range of age and topic related vocabulary from EYFS to year 6. This is found in the POS and builds on prior knowledge.
- Children are assessed at the end of each topic area. This is done through quizzes and assessment of understanding in lessons which is then collated by the class teacher and recorded on an assessment document. This can then be monitored by the science leader. Teachers can use this information for future planning opportunities / retrieval task / GT etc.

Reading in Music

Music can positively impact reading skills. Music engages children in rhythmic, rhyming, and repetitive activities, building essential phonological awareness and motor skills needed for reading. Furthermore, music training can sharpen the brain's attention to sound, aiding in the differentiation of phonemes (sound units of words), which is crucial for reading comprehension. Here's how music and reading can be interconnected in primary school:

Building Phonological Awareness: Music helps children develop the ability to recognize sounds in words, a fundamental skill for reading. Songs and rhymes can reinforce letter-sound relationships, making it easier for children to decode words.

Enhancing Auditory Skills: Music training improves auditory processing, allowing children to better distinguish between sounds, which is essential for both speech and reading. Developing a sense of rhythm and beat in music can also enhance a child's ability to recognize and follow patterns in reading.

Engaging Students with Text: Music can be used to make reading more enjoyable and engaging. Integrating music into reading lessons can create a more creative and critical learning environment. For example, teachers can use songs and poems to introduce or reinforce concepts related to reading.

Supporting Fluency and Comprehension: Music can help children develop fluency in reading by improving their ability to adjust intonation and stress in phrases, which can enhance their reading comprehension. By connecting music to stories, teachers can help students understand the structure and meaning of texts.

Interdisciplinary Integration: True interdisciplinary collaboration occurs when learning activities benefit both music and reading in unique ways, rather than simply adding reading instruction to music classes. For example, teachers can use music to reinforce phonics concepts, or use reading materials to explore themes related to music.

SMSC & Rights Respecting in Music

Spiritual Development:

- **Emotional Response:** Encourage children to explore and express their feelings when listening to, performing, or composing music. Discuss how different musical elements (tempo, dynamics, melody) evoke various emotions.
- **Inspiration and Creativity:** Provide opportunities for children to be inspired by music and to express their own creativity through composition and improvisation.
- **Reflection:** Use music as a tool for quiet reflection or meditation. Discuss the impact of music on mood and thought.
- **Awe and Wonder:** Explore music that evokes a sense of awe and wonder, such as pieces inspired by nature, space, or significant events.

Moral Development:

- **Fairness and Respect:** Foster respectful critical discussions of musical performances, both by peers and professional artists. Teach children to offer constructive feedback.
- **Consequences of Actions:** Discuss the importance of self-discipline, resilience, and commitment in learning an instrument or working towards a performance. Connect these to positive outcomes.
- **Ethical Issues (Age-Appropriate):** If a piece of music has explicit cultural or social references, encourage children to reflect on them. For older primary children, you might subtly introduce moral dilemmas depicted in song lyrics or musical narratives.
- **Role Models:** Explore musicians who have used their art for positive social change or who exemplify strong moral character.

Social Development:

- **Collaboration and Teamwork:** Music is inherently social. Emphasize group tasks like ensemble playing, choir singing, and collaborative composition. This helps children develop a sense of unity, compromise, and an awareness of individual and collective strengths.
- **Performance and Audience Etiquette:** Teach children how to be a respectful audience member and how to present their own work with confidence.
- **Community Engagement:** Participate in school concerts, assemblies, or performances for the wider community. This fosters a sense of pride and belonging.
- **Leadership:** Provide opportunities for children to lead small musical groups or take ownership of parts in performances.

Cultural Development:

- **Global Music Exploration:** Introduce children to music from diverse cultures around the world. Use a wide range of instruments and vocal styles. Discuss the historical and social context of the music.

- **British Musical Heritage:** Explore significant British composers, folk music, and musical traditions.
- **Understanding Cultural Influences:** Discuss how music reflects and influences different cultures, including their own.
- **Celebrating Diversity:** Encourage respect and appreciation for different musical genres, styles, and traditions from various ethnic and socio-economic groups.

Rights Respecting in Primary School Music

The Rights Respecting Schools Award (based on the UN Convention on the Rights of the Child - UNCRC) emphasizes children's rights. Music is an excellent vehicle for exploring and embodying these rights. Key articles to consider include:

Article 12: Respect for the views of the child: Encourage children to choose music they want to listen to or learn, within the curriculum framework. Allow opportunities for creative expression and personal interpretation in compositions and performances. Give children a voice in class discussions about music.

Article 13: Freedom of expression: In Music: Provide safe spaces for children to express themselves musically, whether through singing, playing instruments, or composing. Celebrate unique musical ideas and performances.

Article 15: Freedom of association: In Music: Facilitate group music-making (choirs, ensembles, bands) where children can collaborate and share their musical interests.

Article 29: Goals of education (developing talents, respecting human rights and cultures): In Music: Ensure the music curriculum allows every child to develop their musical talents and potential. Through exploring global music, teach respect for different cultures and human rights.

Article 31: Leisure, play and culture: In Music: Ensure children have opportunities to participate in a wide range of cultural and artistic activities, including music, for enjoyment and exploration. Encourage playing music for fun and relaxation.

Article 30: Children from minority or indigenous groups: In Music: Actively seek out and celebrate music from the diverse backgrounds represented within your school community and beyond. Invite parents or community members to share their cultural music.

Oracy - Progression of skills:

Tiered Vocabulary Wall.

A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 1 - Everyday words: These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:

warm, dog, tired, run, table, flower...

Tier 2 - Focus words: These will be common words that are found across subjects. These will need direct teaching, such as:

contradict, circumstance, precede, retrospect...

Tier 3 - Subject specific words: These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:

estuary, alliteration, igneous...

- I like / dislike..., because...
- I think this music is like...
- The music made me feel...

- In my opinion, this piece is... because...
- I know that... because I have listened carefully to the...
- I believe there is a strong emphasis on...
- I think this music has been developed with... in mind.
- How does this technique make you feel?

- I believe this musical technique is important, because...
- The musicality of this ensures that the listener...
- The most surprising thing about the music was...
- The planning of this musical piece has meant that...
- The musicians... and... are similar, because...
- The questions I have after listening to this piece are...
- How has this music influenced the modern world?

- I think the combination of media means that...
- This piece made me ask the following questions...
- The combination of music has concluded that...
- The music within this piece has enhanced the emotion, because...
- Using the technique of... ensured that the piece was...
- Through working in this way, I have found that...
- This articulation makes music more interesting by...
- This music has influenced me, by...
- This style is classically..., as you can see from the...
- Why is it important to understand traditional/modern concepts through time?