




*"We believe, we achieve, we succeed in God's family"*

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

## Music Knowledge and Skills Progression Overview

*"I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music." Billy Joel*

<b>Intent</b>	<p>At St Mary's C of E Primary School, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at St Mary's C of E Primary School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.</p>
<b>Implementation</b> 	<p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</p>
<b>Impact</b>	<p>Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum at St Mary's also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p> <p><b>Assessment:</b> The Charanga Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation.</p>

National Curriculum Requirements		
EYFS – links to music curriculum	KS1	KS2
<p><b>Communication &amp; Language</b> Small groups re-create stories/traditional tales with musical instruments on the outside stage or puppet theatre. Staff encourage children to discuss how they made different sounds using the instruments and what the sounds represents to them. Children will listen carefully to rhymes and songs, paying attention to how they sound. They will learn rhymes, poems and songs.</p> <p><b>Expressive Arts &amp; Design</b> Reception have access to dressing up clothes and instruments in the outdoor role play area to provide lots of opportunities for children to explore the different instruments and to use their imaginations. Children will be taught to listen attentively, move to and talk about music, express their feelings and responses. They will have opportunities to explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Physical Development</b> Opportunities to combine different movements with ease and fluency.</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
The expectations by the end of...		
EYFS	KS1	KS2
<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use their voice expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> </ul>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using voice and playing musical instruments with</li> </ul>

<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music,</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Demonstrate and understanding of the history of music.</li> </ul>
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<p><b>Enrichment opportunities (this list is not exhaustive)</b></p> <p>European Day of Languages</p> <p>Learning verses to hymns in Spanish and English</p> <p>Collective Worship – hymns</p> <p>Harvest Festival Performance</p> <p>Nativity Performance</p> <p>Easter Performance</p> <p>Music Festival through the Trust</p>
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## Progression in Music

### Listening to a range of high quality live and recorded music (Listening, appraising and responding)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</p> <p>Expressing their response to different music and lyrics</p> <p>Exploring lyrics by suggesting appropriate actions</p> <p>Exploring the story behind the lyrics or music</p> <p>Listening to and following a beat using body percussion and instruments</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo</p>	<p>Recognising and understanding the difference between pulse and rhythm</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p> <p>Identifying melodies that move in steps.</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p>	<p>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>

### Listening with attention to detail and recall sounds with increasing aural memory (Listening, appraising and responding)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening to sounds and matching to the object or instrument</p>	<p>Listening to and repeating short, simple rhythmic patterns.</p>	<p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing</p>	<p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of</p>	<p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and</p>

Listening to sounds and identifying high and low pitch	Listening and responding to other performers by playing as part of a group.		improvements to their own and others' work.		music) to discuss and evaluate their own and others' work.	evaluate their own and others work.
Listening to and repeating a simple rhythm						
Listening to and repeating simple lyrics						
Understanding that different instruments make different sounds and grouping them accordingly						

## Create sounds and music using the interrelated dimensions of music (Composing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Playing untuned percussion 'in time' with a piece of music</p> <p>Selecting classroom objects to use as instruments</p> <p>Experimenting with body percussion and vocal sounds to respond to music</p> <p>Selecting appropriate instruments to represent action and mood</p> <p>Experimenting with playing instruments in different ways</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from 5 or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style (Blues).</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvise coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>

# Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Using their voices to join in with well-known songs from memory</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy and control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Playing simple chord sequences (12 bar blues).</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

### Teaching Half-Termly Overview 2022-23 Year A

	EYFS / Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn	Friendship Song (Year 2)	Three Little Birds (Year 3)	Classroom Jazz 1 (Year 5)
	<b>Performances - Harvest / Nativity – focus on Listen and Appraise, Singing, playing and performing</b>		
Spring	Zoo Time (Year 2)	Glockenspiel Stage 2 (Year 4)	Happy (Year 6)
	<b>Performances - Easter Production – focus on Listen and Appraise, Singing, playing and performing</b>		
Summer	In The Groove (Year 1)	The Dragon Song (Year 3)	Make you feel my love (Year 5)
	<b>Reflect, Rewind and Replay</b> The history of music, look back and consolidate learning, learn some of the language of music Revise existing musical notes learnt / Revise existing Improvisation and composing		

### Teaching Half-Termly Overview 2023-24 Year B

	EYFS / Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn	Hey You! (Year 1)	Glockenspiel Stage 1 (Year 3)	Classroom Jazz 2 (Year 6)
	<b>Performances - Harvest / Nativity – focus on Listen and Appraise, Singing, playing and performing</b>		
Spring	Hands, Feet, Heart (Year 2)	Mamma Mia (Year 4)	The Fresh Prince of Bel-Air (Year 5)
	<b>Performances - Easter Production – focus on Listen and Appraise, Singing, playing and performing</b>		
Summer	Rhythm in the way we walk and Banana Rap (Year 1)	Stop! (Year 4)	You've got a friend (Year 6)
	<b>Reflect, Rewind and Replay</b> The history of music, look back and consolidate learning, learn some of the language of music Revise existing musical notes learnt / Revise existing Improvisation and composing		