



**Music at  
St. Andrew's**

## **Contents**

Page 3	Music Intent, Implementation & Resources
Page 6	Music at St Andrew's
Page 9	Music policy
Page 14	Long term plan
Page 15	Year 3 Knowledge and skills progression in music
Page 20	Year 4 Knowledge and skills progression in music
Page 25	Year 5 Knowledge and skills progression in music
Page 30	Year 6 Knowledge and skills progression in music

## **Music Intent, Implementation and Impact**

### **Music Intent**

Teachers at St. Andrew's follow the Charanga Scheme of Work. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the National Curriculum.

The scheme of work allows our pupils to learn music through integrated, practical, exploratory child-led approach to musical learning.

Teachers at St. Andrew's adapt their music lessons to ensure that they are fully inclusive of all pupils. Teachers at St. Andrew's Infant School also use the same scheme of work meaning that pupils at St. Andrew's Junior School can build on the 3 main strands (Listening and Appraising, Musical Activities and Performing) taught in Key Stage 1. Music at our local secondary school (where the majority of our children attend) in Key Stage 3 is divided into 3 areas; Performance, Composition and Listening. Pupils in Key Stage 3 also have the support of working alongside Calderdale Music Trust.

Children are encouraged to be confident musicians and perform music both in class and in whole school worship. We celebrate our musicians by inviting them to play or sing as pupils enter the hall during worship. We have high aspirations for our pupils. We welcome children from Brighouse High School Wind Band in an annual concert so that our pupils can see what they can achieve in music. We welcome talented musicians from the local area, for example, we have Elland Silver Band who perform and encourage new players to join each year. We know that we have many talented pupils in our school and we use their talents to give back to our community, for example our choir regularly sing at events such as the Brighouse Victorian market and also at the local residential home.

Music lessons at St. Andrew's teach pupils to have a wider understanding of the world they live in. Lessons encourage pupils to learn about different types of music around the world and how the different genres originated.

### **Implementation**

Each Unit of Work taught comprises the 3 strands of musical learning which correspond with the National Curriculum for music:

- 1 Listening and Appraising
- 2 Musical Activities
  - a Warm-up Games
  - b Optional Flexible Games
  - c Singing
  - d Playing instruments
  - e Improvisation
  - f. Composition
- 3 Performing

## Resources/Instruments

Each class has access to:

- A class set of glockenspiels
- iPad app - glock or un-tuned percussion app can be used and also used to record and review performances
- Recorders
- If children play band/orchestral instruments, they are encouraged to bring these in to the lessons.

Music is taught half termly throughout the school as a discreet subject. Three units each year are covered. The music lead checks the coverage of music termly. Teachers note which strands have been taught in each unit and this information is shared in the class Big Book. The Big Book goes up with the class and the next class teacher is able to see which strands have been taught and the previous class assessments.

Pupils who wish to learn an instrument in a small group or individually can do so through Calderdale Music Trust. Children at St. Andrew's are encouraged to take up learning an instrument and many do so.

Pupils at our school also benefit from whole class tuition for one term from Calderdale Music Trust. Pupils in Year 3 have the opportunity to begin learning how to play the ukulele. They can then, if they wish, continue to learn with a tutor provided through the trust. Pupils who are Pupil Premium have this opportunity funded as part of our Pupil Premium Plan to encourage more pupils to learn how to play an instrument.

## Learning Progression through music

### Learning progression

Depth of learning through Charanga Musical School

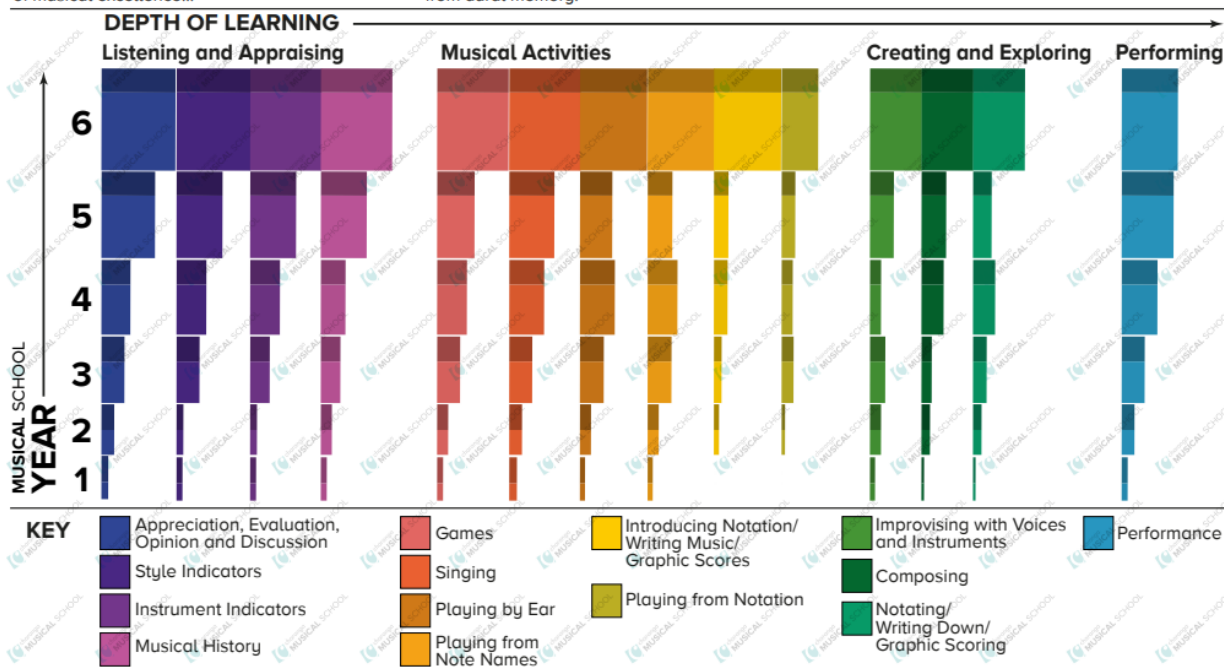


#### National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"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."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



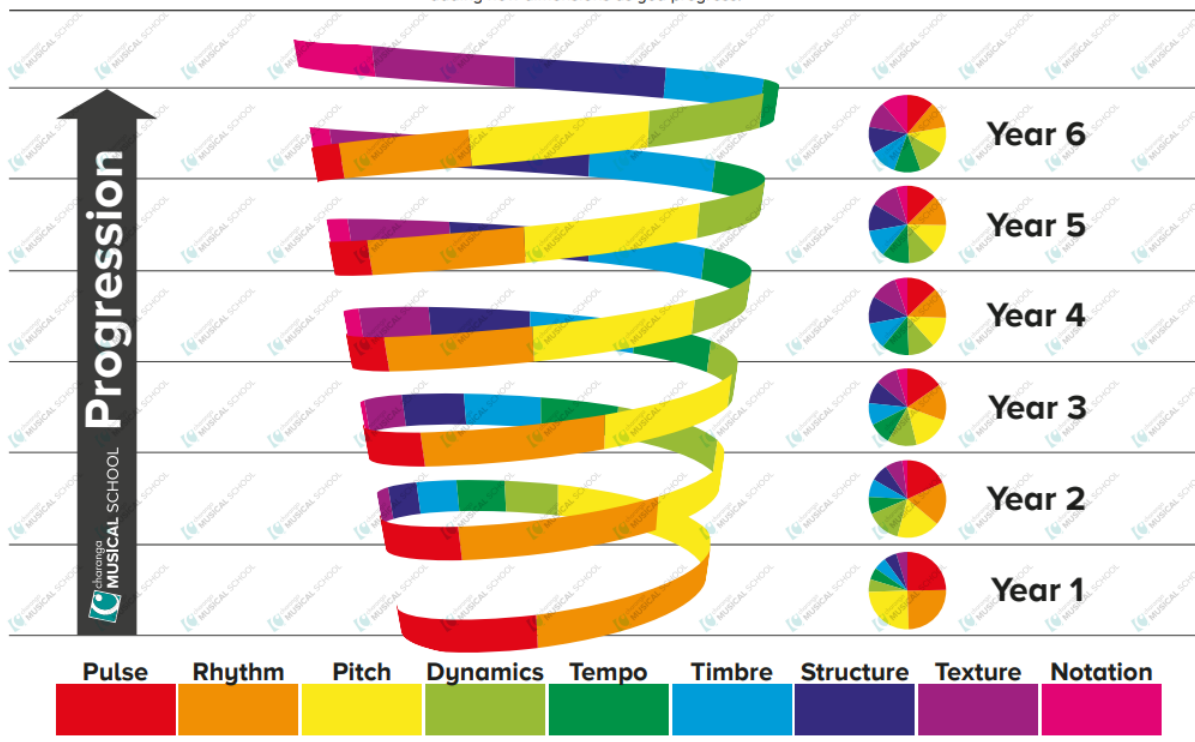
## The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Assessment is ongoing throughout each music unit. Children start each unit with the foundation of pulse, then rhythm, then pitch and they add new dimensions as they progress. AfL is used regularly in lessons and misconceptions quickly clarified. Assessment of pupils is shown in the class Big Books.

Knowledge organisers have been provided for each unit of work to enable teachers to have planned key questions, facts and information about the history of the music and have the planned key vocabulary for the lessons.

Knowledge and skills progression documents have been made for each year group. These focus on the 3 main strands ([Listening and Appraising](#), [Musical Activities](#); [Warm-up Games](#), [Optional Flexible Games](#), [Singing](#), [Playing instruments](#), [Improvisation](#), [Composition and Performing](#)). These documents are used as working documents within the Big Books. They help teachers and HLTAs to see what has been covered within a particular unit and ensure coverage of the main strands of learning in music.

### Impact

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through book scrutiny and pupil interviews. The music lead also monitors the coverage of the music lessons and ensures subsequent class teachers are aware of previous years' coverage. The music lead ensures the staff are updated with relevant CPD by attending the LA's training on the Charanga Scheme of Work.

## **Music at St. Andrew's**

### **1. Timetable:**

Music is taught weekly for three half terms across the school year across all four year groups.

### **2. Content of Music lessons:**

Music lessons at St. Andrew's are taught weekly and within each unit of 6 lessons these areas are covered:

Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

Teachers will cover 3 units of work over the academic year. It is up to the teachers which units they choose but they must be completed in the order provided (e.g Reflect, Rewind and Replay cannot be taught first).

There is an expectation that all 9 of the above areas will be covered within a whole unit of work.

Teachers will plan their music lessons based on the plans and resources provided through Charanga Music School. Teachers must note that it is very easy to use the Charanga scheme of work and not provide enough time for improvisation and composition and must ensure that all 9 strands are taught. Use the weekly assessment log to help you to note what strands have been covered in each lesson.

When the class has finished the Performance section within a unit, you are encouraged to perform during whole class worship. Not only with this increase pupils' confidence when performing, it will also give pupils a greater purpose when practising if they know they will perform to the whole school.

### **3. Marking:**

Teachers will show evidence of appraising, composition and performing in the class Big Books. Teachers will write the lesson objectives weekly in the class Big Book and use assessment stickers

(☺, ☹, 😐) in the big books weekly to note which children have worked below, at or above the expected level).

Throughout the lesson it is expected that teachers will give verbal feedback to pupils and advise on how work can be improved. It is not expected that pupils will have individual work books. Children's compositional work and group work should be documented in the class big book. Wherever possible, examples will be shown to prompt students.

#### **4. Assessment:**

Teachers will write in the Music Big Book each week. Teachers will note the weekly assessment using the smiley face stickers next to the lesson objective.

Teachers will use the assessment log provided to record what strands have been covered within a unit and whether the child is working at ARE (@), below ARE (-) or above ARE (+) on the assessment log. This will help teachers to ensure that there is a breadth of coverage within a unit.

Teachers can assess all 9 strands taught throughout the lesson and give immediate verbal feedback to individuals and groups of pupils.

Each year group has a progression of knowledge and skills document. These documents will be used weekly to help teachers to assess accurately. These sheets will be stuck into the class big books and highlighted by the class teacher as they have been covered. This will ensure that there is both a clear progression of knowledge and skills from year to year but it will also allow subsequent teachers to identify gaps in learning which need to be taught.

Assessment data will be added to Target Tracker termly.

#### **5. Planning:**

Lesson plans and resources must be taken from Charanga scheme of work. All resources and lesson sheets are provided. These can be adapted by teachers to meet the needs of all learners as necessary.

Teachers should have a dialogue with their pupils at the beginning of each unit to identify those pupils who can play instruments (for example we have a number of children who have 1:1 tuition or attend Elland Silver Band). Children should be encouraged to bring in their instrument and use within music lessons. There is more information for teachers on Music World (on Charanga) to help with this. Most instruments have sheet music to match the scheme of work you are teaching.

#### **6. Resources:**

It is expected that within a unit of work there will be plenty of opportunities for pupils to play the glockenspiels and recorders. The units of work lend themselves particularly well to using these instruments. There are enough glockenspiels in school so that pupils have one between two. There are enough recorders for half the class to use them. Please do not share recorders within one lesson as they need to be washed before putting back in the music cupboard. They can be

washed with hot soapy water. They can be placed in the dishwasher or given to the kitchen staff to run through the big dishwasher if needed.

There are other instruments which are available in the music cupboard which can be used.

### **7. Individual and group tuition:**

Pupils at St. Andrew's have the opportunity to participate in group tuition for the ukulele. Ukuleles have been hired through Calderdale Music Trust. Pupil Premium children are able to access this tuition free of charge. Other pupils can access this at a reduced fee.

If children would like to learn an instrument, tuition can be provided at school via Calderdale Music Trust. Please see Mrs Jocelyn for more information.

If a pupil shows a particular interest in playing an instrument, you may wish to direct them to Elland Silver Band who meet weekly in the local area. Tuition through this group is provided at a very reasonable price.

If children would like to perform (including singing) during whole school worship, they are welcome to bring in their instrument and should be encouraged to do so.

### **8. Choir**

Children meet weekly with Miss Riley as part of the choir. Pupils should be encouraged to sign up to the choir at the beginning of the year so that they can prepare for Young Voices and various performances throughout the year.



## **Music Policy**

### **1 Aims and objectives**

**1.1** Promoting Excellence in a Caring Christian Community : St. Andrew's CE (A) Junior School is a community of teachers, pupils, parents and governors, who work together to develop the potential of each child, incorporating academic, social, spiritual, moral and physical development within a caring Christian environment. Teachers at St. Andrew's follow the [Charanga Scheme of Work](#). The Scheme supports all the requirements of the National Curriculum.

The scheme of work allows our pupils to learn music through integrated, practical, exploratory child-led approach to musical learning.

Teachers at St. Andrew's adapt their music lessons to ensure that they are fully inclusive of all pupils. Teachers at St. Andrew's Infant School also use the same scheme of work meaning that pupils at St. Andrew's Junior School can build on the 3 main strands (Listening and Appraising, Musical Activities and Performing) taught in Key Stage 1. Music at our local secondary school (where the majority of our children attend) in Key Stage 3 is divided into 3 areas; Performance, Composition and Listening. Pupils in Key Stage 3 also have the support of working alongside Calderdale Music Trust.

Music lessons at St. Andrew's teach pupils to have a wider understanding of the world they live in. Lessons encourage pupils to learn about different types of music around the world and how the different genres originated.

### **1.2 The aims of music**

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.

Pupils should be taught to:

- ♣ 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.

## **2 Teaching and learning style**

- 2.1** We use a variety of teaching and learning styles in our music lessons. We believe in whole-class teaching methods and we combine these with practical musical activities. We encourage children to ask as well as answer questions about the different genres of music they study. We offer them the opportunity to use a variety of instruments, and we enable them to use IT in music lessons where this serves to enhance their learning (such as during lessons on composition). Children take part in discussions, group work and individual work and they present their work to the rest of the class.
- 2.2** We recognise the fact that there are children of widely different musical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which could include:
- setting common tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty, some children not completing all tasks;
  - grouping children by ability in the room and setting different tasks to each ability group;
  - providing resources of different complexity according to the ability of the child;
  - using classroom assistants to support the work of individual children or groups of children.

## **3 Music curriculum planning**

- 3.1** We use the national curriculum as well as the Charanga scheme for music as the basis for our curriculum planning to ensure the coverage of skills as well as objectives and content.
- 3.2** Our curriculum planning is in two phases (long-term and detailed medium-term). Our long-term plan maps the music genres studied in each term. The music subject leader liaises with teaching colleagues in each year group to ensure coverage is present.

- 3.3** Our detailed medium-term plans are taken from Charanga online scheme of work ensuring coverage and progression of skills and knowledge. The specific learning objectives are stated on these plans. The music subject leader reviews these plans where necessary and takes advice from the Music Network Meetings within the Local Authority.
- 3.5** We plan the music genres studied so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.
- 3.6** We have subscribed to the Charanga Website which enables individual teachers to access a wide range of high quality planning ideas, resources and guidance.
- 3.7** 'Quick Six' (a document which includes six musical questions) will be used at the beginning of each music session. This will enable children to revisit previous learning as well as recapping essential 'sticky' knowledge. The questions will be carefully considered and written in accordance with the planning process.

#### **4 Teaching music to children with special needs**

- 4.1** In our school, we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of music, we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Personal Provision Plans (PPP's).

#### **5 Assessment and recording**

- 5.1** We assess the children's work in music by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, the teacher will provide feedback as necessary. This might include written work and practical tasks. At the end of the year, the teacher makes an assessment of progress. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

- 5.2** Examples of children's music work are available in the class Big Books books. The Big Books will continue with the children into their next year group so they are able to re-visit and refer to prior learning and so that the teacher is able to see first-hand previous work that has been produced. Children will not have individual exercise books for music.
- 5.3** The Quick Six document used in each music lesson will highlight any misconceptions the children have as well as being a tool of Assessment for Learning for individual teachers on previous and current learning in music.
- 5.4** The progression of skills document, which is specific to each year group, is present in the Bog Books so individual teachers are able to see which skills they have been taught and which have not. Skills taught will be marked with ☺, ☹, ☹ with initials of those who have or have not achieved the taught skill for the lesson. This information will continue to the next teacher as the book will follow the children to ensure a continuance in learning.
- 5.5** We have identified the 'sticky knowledge' for each year group and have produced knowledge organisers in accordance with this to ensure children retain and revisit content outlined in our long term and medium term plans.

## **6 Resources for the scheme of work**

- 6.1** Resources will be stored in the music store. ICT software and resources are stored in the computer suite. Funds to purchase new resources and to manage the curriculum will be determined by the outcome of bids made, before the end of the financial year, by the subject co-ordinator.
- 6.2** Each class has access to a class set of ukuleles, recorders, guitars and glockenspiels along with an array of percussion instruments. It is expected that the recorders and glockenspiels will be used regularly within the Charanga scheme of work.

## **7 Visitors**

- 7.1** Visitors are integral to good music teaching and we include as many opportunities as we can to invite outside visitors to engage and inspire our pupils. Examples include visits from Elland Silver Band and Brighouse High Band.

## **8 Music Tuition**

Pupils at St. Andrew's have the opportunity to participate in group tuition for the ukulele. Ukuleles have been hired through Calderdale Music Trust. Pupil Premium children are able to access this tuition free of charge. Other pupils can access this at a reduced fee. If children would like to learn an instrument, tuition can be provided at school via Calderdale Music Trust.

If a pupil shows a particular interest in playing an instrument, you may wish to direct them to Elland Silver Band who meet weekly in the local area. Tuition through this group is provided at a very reasonable price.

If children would like to perform (including singing) during whole school worship, they are welcome to bring in their instrument and should be encouraged to do so.

Children are encouraged to bring their instrument in to school to use as part of their class music lessons.

## **9 Monitoring and review**

- 9.1** The music subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in music. The music subject leader is also responsible for supporting colleagues in the teaching of music, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The music subject leader gives the head teacher ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.



## Music Long Term Plan 2020-2021



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>		Let your spirit fly- RnB		Three Little Birds Reggae		Bringing us together Disco
<b>Year 4</b>		Mamma Mia Pop		Stop Grime	Lean on me Gospel	Blackbird The Beatles/ Pop
<b>Year 5</b>	Livin' on a prayer Rock		Fresh Prince of Bel Air Old-School Hip-Hop		Dancing in the street Motown	
<b>Year 6</b>	Happy Pop/Neo Soul		You've got a friend 70s Ballad/Pop		Reflect, Rewind and Replay	

# Year 3 Knowledge and skills progression in music

## Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know five songs from memory and who sang them or wrote them.</li><li>• To know the style of the five songs.</li><li>• To choose one song and be able to talk about:<ul style="list-style-type: none"><li>◦ Its lyrics: what the song is about</li><li>◦ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>◦ Identify the main sections of the song (introduction, verse, chorus etc.)</li><li>◦ Name some of the instruments they heard in the song</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To confidently identify and move to the pulse.</li><li>• To think about what the words of a song mean.</li><li>• To take it in turn to discuss how the song makes them feel.</li><li>• Listen carefully and respectfully to other people's thoughts about the music.</li></ul>

## Musical Activities: Games

Knowledge	Skills
<ul style="list-style-type: none"><li>• Know how to find and demonstrate the pulse.</li><li>• Know the difference between pulse and rhythm.</li><li>• Know how pulse, rhythm and pitch work together to create a song.</li><li>• Know that every piece of music has a pulse/steady beat.</li><li>• Know the difference between a musical question and an answer.</li></ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"><li>1. <b>Find the Pulse</b></li><li>2. <b>Rhythm Copy Back:</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Clap and say back rhythms</li><li>b. <b>Silver:</b> Create your own simple rhythm patterns</li><li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li></ol></li><li>3. <b>Pitch Copy Back Using 2 Notes</b><ol style="list-style-type: none"><li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li><li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li><li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li></ol></li><li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li></ol>



## Musical Activities: Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Singing in a group can be called a choir</li><li>• Leader or conductor: A person who the choir or group follow</li><li>• Songs can make you feel different things e.g. happy, energetic or sad</li><li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li><li>• To know why you must warm up your voice</li></ul>	<ul style="list-style-type: none"><li>• To sing in unison and in simple two-parts.</li><li>• To demonstrate a good singing posture.</li><li>• To follow a leader when singing.</li><li>• To enjoy exploring singing solo.</li><li>• To sing with awareness of being 'in tune'.</li><li>• To have an awareness of the pulse internally when singing.</li></ul>

## Musical Activities: Playing Instruments

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• The instruments used in class (a glockenspiel, a recorder)</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect.</li><li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li><li>• To rehearse and perform their part within the context of the Unit song.</li><li>• To listen to and follow musical instructions from a leader.</li></ul>

## Musical Activities: Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Copy Back</b> – Listen and sing back</li> <li>◦ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>◦ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>◦ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Musical Activities: Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>

## Year 4 Knowledge and skills progression in music

### Listen and Appraise

Knowledge	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"><li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li><li>• The lyrics: what the song is about.</li><li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li><li>• Identify the main sections of the song (introduction, verse, chorus etc).</li><li>• Name some of the instruments they heard in the song.</li></ul>	<ul style="list-style-type: none"><li>• To confidently identify and move to the pulse.</li><li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li><li>• Talk about the music and how it makes them feel.</li><li>• Listen carefully and respectfully to other people's thoughts about the music.</li><li>• When you talk try to use musical words.</li></ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: Finding the pulse – the heartbeat of the music</li> <li>• Rhythm: the long and short patterns over the pulse</li> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. <b>Find the Pulse</b></li> <li>2. <b>Rhythm Copy Back:</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Clap and say back rhythms</li> <li>b. <b>Silver:</b> Create your own simple rhythm patterns</li> <li>c. <b>Gold:</b> Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. <b>Pitch Copy Back Using 2 Notes</b> <ol style="list-style-type: none"> <li>a. <b>Bronze:</b> Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. <b>Silver:</b> Copy back with instruments, without then with notation</li> <li>c. <b>Gold:</b> Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. <b>Pitch Copy Back and Vocal Warm-ups</b></li> </ol>

## Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being ‘in tune’.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li><li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li></ul>	<ul style="list-style-type: none"><li>• To treat instruments carefully and with respect.</li><li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li><li>• To rehearse and perform their part within the context of the Unit song.</li><li>• To listen to and follow musical instructions from a leader.</li><li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li></ul>





## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>◦ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>◦ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>◦ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>◦ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>◦ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be performed</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>



## Year 5 Knowledge and skills progression in music

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li><li>• To know the style of the five songs and to name other songs from the Units in those styles.</li><li>• To choose two or three other songs and be able to talk about:<ul style="list-style-type: none"><li>◦ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li><li>◦ The lyrics: what the songs are about</li><li>◦ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>◦ Identify the main sections of the songs (intro, verse, chorus etc.)</li><li>◦ Name some of the instruments they heard in the songs</li><li>◦ The historical context of the songs. What else was going on at this time?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To identify and move to the pulse with ease.</li><li>• To think about the message of songs.</li><li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>• Listen carefully and respectfully to other people's thoughts about the music.</li><li>• When you talk try to use musical words.</li><li>• To talk about the musical dimensions working together in the Unit songs.</li><li>• Talk about the music and how it makes you feel.</li></ul>

## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>• <b>Silver Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> </li> <li>• <b>Gold Challenge</b> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul> </li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>◦ Its main features</li> <li>◦ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>◦ To know what the song is about and the meaning of the lyrics</li> <li>◦ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo.</li> <li>• To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>

## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li><b>Play and Copy Back</b> <ul style="list-style-type: none"> <li><b>Bronze</b> – Copy back using instruments. Use one note.</li> <li><b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li><b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li><b>Play and Improvise</b> You will be using up to three notes:           <ul style="list-style-type: none"> <li><b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li><b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li><b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li><b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:           <ul style="list-style-type: none"> <li><b>Bronze</b> – Improvise using one note.</li> <li><b>Silver</b> – Improvise using two notes.</li> <li><b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>

## Year 6 Knowledge and skills progression in music

### Listen and Appraise

Knowledge	Skills
<ul style="list-style-type: none"><li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li><li>• To know the style of the songs and to name other songs from the Units in those styles.</li><li>• To choose three or four other songs and be able to talk about:<ul style="list-style-type: none"><li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li><li>○ The lyrics: what the songs are about</li><li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li><li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li><li>○ Name some of the instruments used in the songs</li><li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li><li>○ Know and talk about that fact that we each have a musical identity</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To identify and move to the pulse with ease.</li><li>• To think about the message of songs.</li><li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li><li>• Listen carefully and respectfully to other people's thoughts about the music.</li><li>• Use musical words when talking about the songs.</li><li>• To talk about the musical dimensions working together in the Unit songs.</li><li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li></ul>



## Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge</b> <ul style="list-style-type: none"> <li>◦ Find the pulse</li> <li>◦ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>◦ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>• <b>Silver Challenge</b> <ul style="list-style-type: none"> <li>◦ Find the pulse</li> <li>◦ Lead the class by inventing rhythms for others to copy back</li> <li>◦ Copy back two-note riffs by ear and with notation</li> <li>◦ Question and answer using two different notes</li> </ul> </li> <li>• <b>Gold Challenge</b> <ul style="list-style-type: none"> <li>• Find the pulse</li> <li>• Lead the class by inventing rhythms for them to copy back</li> <li>• Copy back three-note riffs by ear and with notation</li> <li>• Question and answer using three different notes</li> </ul> </li> </ul>

## Singing

Knowledge	Skills
<ul style="list-style-type: none"><li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li><li>● To know about the style of the songs so you can represent the feeling and context to your audience</li><li>● To choose a song and be able to talk about:<ul style="list-style-type: none"><li>○ Its main features</li><li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>○ To know what the song is about and the meaning of the lyrics</li><li>○ To know and explain the importance of warming up your voice</li></ul></li></ul>	<ul style="list-style-type: none"><li>● To sing in unison and to sing backing vocals.</li><li>● To demonstrate a good singing posture.</li><li>● To follow a leader when singing.</li><li>● To experience rapping and solo singing.</li><li>● To listen to each other and be aware of how you fit into the group.</li><li>● To sing with awareness of being 'in tune'.</li></ul>

## Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>● Different ways of writing music down – e.g. staff notation, symbols</li><li>● The notes C, D, E, F, G, A, B + C on the treble stave</li><li>● The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<ul style="list-style-type: none"><li>● Play a musical instrument with the correct technique within the context of the Unit song.</li><li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li><li>● To rehearse and perform their part within the context of the Unit song.</li><li>● To listen to and follow musical instructions from a leader.</li><li>● To lead a rehearsal session.</li></ul>



## Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li><b>Play and Copy Back</b> <ul style="list-style-type: none"> <li><b>Bronze</b> – Copy back using instruments. Use one note.</li> <li><b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li><b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> </li> <li><b>Play and Improvise</b> You will be using up to three notes:           <ul style="list-style-type: none"> <li><b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> <li><b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li><b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li><b>Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:           <ul style="list-style-type: none"> <li><b>Bronze</b> – Improvise using one note.</li> <li><b>Silver</b> – Improvise using two notes.</li> <li><b>Gold</b> – Improvise using three notes.</li> </ul> </li> </ol> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

## Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li><li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li><li>• Notation: recognise the connection between sound and symbol</li></ul>	<ul style="list-style-type: none"><li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li><li>• Explain the keynote or home note and the structure of the melody.</li><li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li><li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li></ul>

## Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>• Performing is sharing music with an audience with belief</li><li>• A performance doesn't have to be a drama! It can be to one person or to each other</li><li>• Everything that will be performed must be planned and learned</li><li>• You must sing or rap the words clearly and play with confidence</li><li>• A performance can be a special occasion and involve an audience including of people you don't know</li><li>• It is planned and different for each occasion</li><li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>	<ul style="list-style-type: none"><li>• To choose what to perform and create a programme.</li><li>• To communicate the meaning of the words and clearly articulate them.</li><li>• To talk about the venue and how to use it to best effect.</li><li>• To record the performance and compare it to a previous performance.</li><li>• To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li></ul>

