

Progression in Music – Sheering C. of E. Primary School

'Where words fail, music speaks.'
Hans Christian Andersen

INTENT

At Sheering C of E Primary School our music curriculum supports children to develop an appreciation of music. It teaches respect for diversity through studying different musical styles and cultures and children learn to develop their own personal expression. Exposing children to music from an early stage helps with their development and understanding of musical skills and knowledge. We believe that music enables children to express themselves creatively because music is a powerful tool for communication. We aim to inspire pupils to have a love of music by encouraging everyone to think about their feelings and emotions in relation to the musical dimensions. We also learn to listen and appraise across a wide range of genres, compose and improvise using tuned and untuned instruments, and perform and share to a variety of audiences. Over the course of the two years, knowledge is built upon forming a spiral curriculum, as each term progress the expectations of children should build upon previous knowledge. All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

Key Features and Expectations

Key Features:

- Music is taught through Charanga Essex music programme; elements include: Listening and appraising, musical activities (warm-up games, optional flexible games, singing, playing instruments, improvisation, composition) and performing
- Each class utilises a wide range of tuned and un-tuned musical instruments
- 7 interrelated dimensions of music taught (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)
- Whole school music display board showcasing the children's views on music
- Key vocabulary is highlighted and explicitly taught within the lesson
- Recapping of prior knowledge and reference to previously taught skills
- Dedicated weekly singing assembly to explore 'Worship Through Song'
- Brittain's Got Talent – whole school annual extravaganza with musical performances
- EYFS/KS1 Nativity and KS2 End of Year Production
- Peripatetic teacher delivers music tuition
- All KS2 children taught to play an instrument (Toots)
- Extra-curricular Choir Club held weekly

Expectations:

- One hour of music taught per week
- Children referred to as 'musicians' and 'composers'
- Photographs and video recordings of performances/lessons with the long date and WALT written or labelled in their topic books
- Physical music evidence such as notation should be recorded in topic books in the same way
- Discussions about the history of music (cross-curricular links)
- Using the term 'key music vocabulary' when introducing new terminology
- Termly assessments identifying whether children have met, not met or exceeded the expected standard, this is then used to inform future planning

IMPACT

Music learning is loved by teachers and pupils across school. Teachers have high expectations and our pupils become confident performers, composers and listeners, who are able to express themselves musically at school and beyond. All children use musical vocabulary accurately and pupils are expected to know, apply and understand the technical vocabulary and skills specified. All children will leave Sheering knowing how to play a range of instruments, both following musical notation and inventing their own compositions. They should appreciate that music is something to be celebrated and something that brings people together, regardless of background.

EYFS links:

Expressive Arts and Design

In Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, 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

Being Imaginative and Expressive ELG

- 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.

CYCLE A

		EYFS	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
CHARANGA UNITS	AUT. 1	Me (Additional links to All About Me)	My Musical Heartbeat	Writing Down Music	Melody and Harmony in Music
	AUT. 2	My stories (Additional links to Autumn)	Playing in an Orchestra	Exploring Feeling When You Play	Developing Ensemble Skills
	SPR. 1	Everyone, our world. (Additional links to People Who Help Us and Superheroes)	Exploring Sounds	Compose Using Your Imagination	Composing and Chords
	SPR. 2	Our World (Additional links to Fairy tales)	Recognising Different Sounds	Feelings Through Music	Musical Styles Connect Us

	SUM. 1	Big Bear Funk (Additional links to Spring/Plants/Growing)	Having Fun with Improvisation	Enjoying Improvisation	Freedom to Improvise
	SUM. 2	Reflect, rewind and replay (Additional links to Space and Dinosaurs)	Our Big Concert	The Show Must Go On!	Farewell Tour
GENRES		Rock, Hip Hop, South African, Blues, Bhangra, Funk, Folk, Latin, Pop Ballad, Motown, Gospel, Reggae, R&B, Jazz (Big Band Swing), Early Music and Renaissance, Baroque, Classical, Romantic, 20th Century and Contemporary Music	Hip hop, Jazz, Pop, Soul, Classical, Waltz, Funk, Reggae, 20th and 21st Century Orchestral/Choral, Lullaby, Jazz: Swing, Romantic, Gospel, Calypso	Country, Baroque, Pop, Disco, Pop: Ballad, Gospel, Musicals, Jazz, 20 th and 21 st Century Orchestral/Choral, Hip Hop, Electronic Dance Music, Folk, Contemporary R&B, Classical, Romantic, Rock, Funk	20 th and 21 st Century Orchestral, Gospel, South African Pop, Jazz: Contemporary, Soul, Pop, Hip Hop, Funk, Jazz: Swing, Rock, Romantic, Folk, Reggae, Jazz, Film & TV Soundtracks
KEY VOCABULARY		perform, sing, chorus, quick, slow, loud, soft, faster, slower, pulse, beat, bang, brush, tap, scrape, shake, high, low, pattern, wooden, metal, triangle, tambourine, drum, bells, maracas, claves	chorus (then introduce verse), unison, transcribe, pitch, tempo - fast/slow, note, tune, rest (stop), rhythm, melody, Instrument families (e.g. string, woodwind, percussion etc.), dynamics, pulse, improvise, brass, orchestra, conductor, duration - long/short	compose, notation, treble clef, bars, melody, crochet, quaver, scale, texture, Instrument names (harp, glockenspiel, saxophone, guitar, ukulele, flute, piano), harmony, dynamics - forte, mezzo forte, fortissimo, pianissimo, crescendo, diminuendo, harmony, motif	notations, e.g. semiquaver, minim, semibreve, stave, timbre, Dynamics (adagio, presto, allegro, moderato, largo), tonality, texture, bass clef, tenor, alto, minor, major, sharp, flat, pentatonic, octave, interval, modulation, syncopated, ostinato, graphic score, note names (e.g. C major), coda, all orchestral instruments e.g. viola, trombone, French horn)

CYCLE B

		EYFS	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
CHARANGA UNITS	AUT. 1	Me (Additional links to All About Me)	Pulse, Rhythm and Pitch	Musical Structures	Music and Technology
	AUT. 2	My stories (Additional links to Autumn)	Dance, Sing and Play!	Playing in a Band	Sing and Play in Different Styles

	SPR. 1	Everyone, our world. (Additional links to People Who Help Us and Superheroes)	Inventing a Musical Story	Compose with Your Friends	Creative Composition
	SPR. 2	Our World (Additional links to Fairy tales)	Learning to Listen	More Musical Styles	Enjoying Musical Styles
	SUM. 1	Big Bear Funk (Additional links to Spring/Plants/Growing)	Exploring Improvisation	Expression and Improvisation	Improvising with Confidence
	SUM. 2	Reflect, rewind and replay (Additional links to Space and Dinosaurs)	Let's Perform Together!	Opening Night	Battle of the Bands!
GENRES	Rock, Hip Hop, South African, Blues, Bhangra, Funk, Folk, Latin, Pop Ballad, Motown, Gospel, Reggae, R&B, Jazz (Big Band Swing), Early Music and Renaissance, Baroque, Classical, Romantic, 20th Century and Contemporary Music	Reggae, 20th and 21st Century Orchestral, Pop, Lullaby, Jazz: Swing, Waltz, Country, Gospel, Jazz, Soul, Rock, Ragtime, Kwela, Rock 'n' Roll, Film Music, Calypso	Disco, New Orleans Jazz, Film & TV Soundtracks, Folk: Sea Shanty, Pop, Romantic, Rock, Native American, Soul, Gospel, 20 th and 21 st Century Orchestral, Hip Hop, Reggae, Soul: Ballad, Contemporary R&B, Musicals, Folk, Gospel, Medieval	Pop, Minimalism, 20 th and 21 st Century Orchestral, Rock 'n' Roll, Gospel, Reggae, Film & TV Soundtracks, Pop, Romantic, Contemporary R&B, Soul, Disco, Pop: Zimbabwean Pop, Hip Hop, Salsa	
KEY VOCABULARY	perform, sing, chorus, quick, slow, loud, soft, faster, slower, pulse, beat, bang, brush, tap, scrape, shake, high, low, pattern, wooden, metal, triangle, tambourine, drum, bells, maracas, claves	chorus (then introduce verse), unison, transcribe, pitch, tempo - fast/slow, note, tune, rest (stop), rhythm, melody, Instrument families (e.g. string, woodwind, percussion etc.), dynamics, pulse, improvise, brass, orchestra, conductor, duration - long/short	compose, notation, treble clef, bars, melody, crochet, quaver, scale, texture, Instrument names (harp, glockenspiel, saxophone, guitar, ukulele, flute, piano), harmony, dynamics - forte, mezzo forte, fortissimo, pianissimo, crescendo, diminuendo, harmony, motif	notations, e.g. semiquaver, minim, semibreve, stave, timbre, Dynamics (adagio, presto, allegro, moderato, largo), tonality, texture, bass clef, tenor, alto, minor, major, sharp, flat, pentatonic, octave, interval, modulation, syncopated, ostinato, graphic score, note names (e.g. C major), coda, all orchestral instruments e.g. viola, trombone, French horn)	

☐ Anyone Can Play

Units 1–6	Unit 1 - Introducing Instruments	Unit 2 - Exploring Instruments	Unit 3 - Choosing Instruments	Unit 4 - Introducing Sway	Unit 5 - Introducing March	Unit 6 - Introducing Loud and Quiet
Units 7–12	Unit 7 - Contrast	Unit 8 - Imitation	Unit 9 - Waltz	Unit 10 - March	Unit 11 - Loud and Quiet	Unit 12 - Boogie Train
Units 13–18	Unit 13 - Instrument Skills	Unit 14 - Right Sound - Right Time	Unit 15 - Playing in a Group	Unit 16 - Directing	Unit 17 - Shake- Tap-Ring	Unit 18 - Shhh!
Units 19–24	Unit 19 - Playing Quietly	Unit 20 - Using flash cards	Unit 21 - Composition	Unit 22 - Patterns	Unit 23 - Pulse	Unit 24 - Pitch

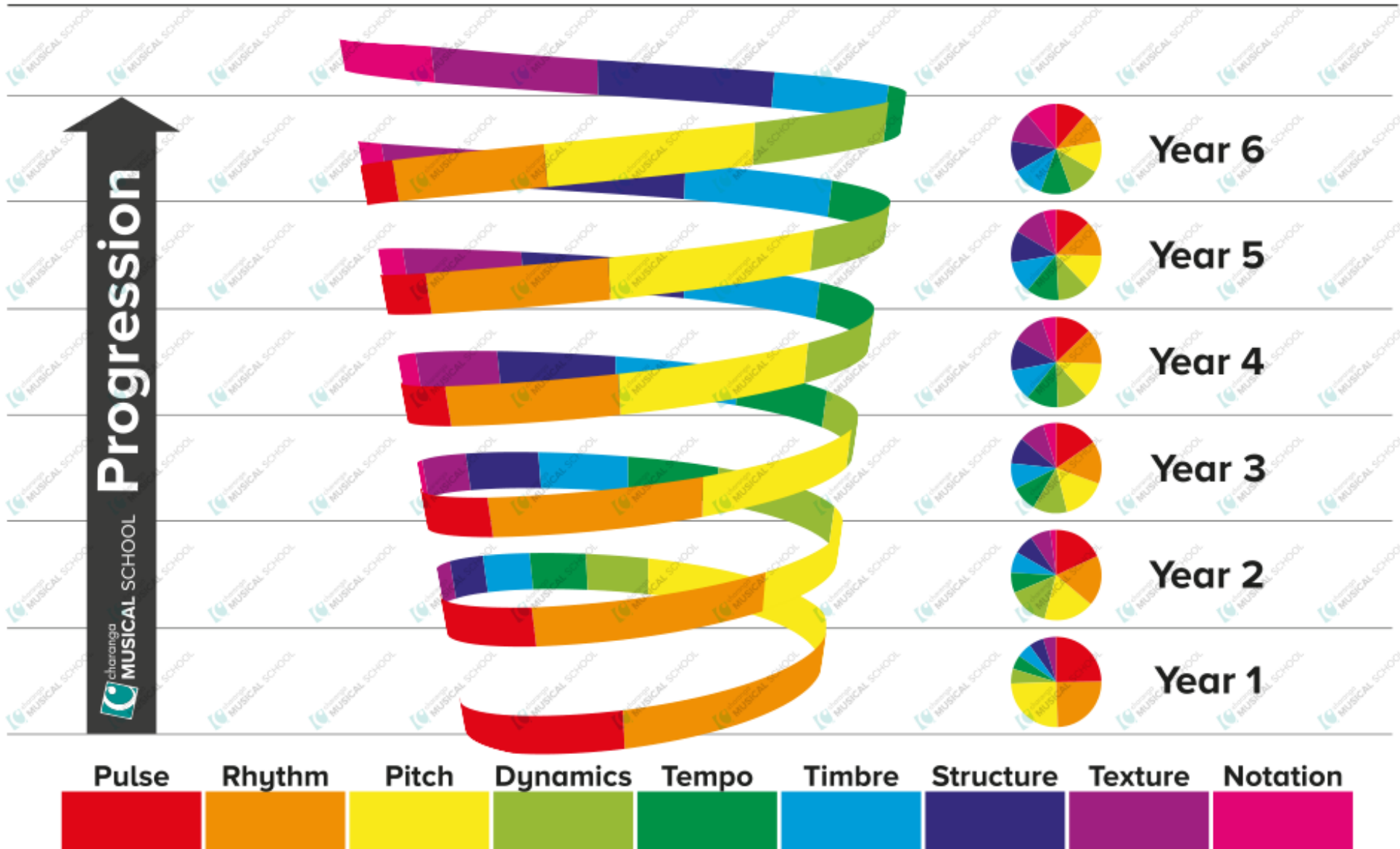
The Interrelated Dimensions of Music

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.



	By the end of KS1 children should be able to:		By the end of Lower KS2 children should be able to:		By the end of Upper KS2 children should be able to:	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING	<p>begin to identify simple repeated patterns and follow basic musical instruction</p> <p>begin to understand that musical elements can be used to create different moods and effects</p> <p>begin to represent sounds with simple symbols including shapes and marks</p> <p>listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby</p>	<p>identify and recognise repeated patterns and follow a wider range of musical instruction</p> <p>understand how musical elements create different moods and effects.</p> <p>confidently represent sounds with a range of symbols, shapes or marks</p> <p>listen to pieces of music and discuss where and when they may be heard explaining why using some musical vocabulary</p>	<p>listen with attention and begin to recall sounds</p> <p>begin to understand how different musical elements are combined and used to create an effect</p> <p>begin to recognise simple notations to represent music, including pitch and volume.</p> <p>listen to and begin to respond to music drawn from different traditions, great composers and musicians</p>	<p>listen to and recall a range of sounds and patterns of sounds confidently</p> <p>understand how different musical elements are combined and used expressively</p> <p>understand and begin to use established and invented musical notations to represent music</p> <p>listen to and respond to a wide range of high-quality live and recorded music drawn from different traditions, great composers and musicians</p>	<p>listen to and recall patterns of sounds with increasing accuracy</p> <p>begin to identify the relationship between sounds and how music can reflect different meanings</p> <p>recognise and use a range of musical notations including staff notations</p> <p>listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time</p>	<p>listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence</p> <p>identify and explore the relationship between sounds and how music can reflect different meanings</p> <p>use and apply a range of musical notations including staff, notation, to plan, revise and refine musical material</p> <p>develop an understanding of the history of music from different cultures, traditions, composers and musicians, evaluating how venue, occasion and purpose effects the way that music is created, performed and experienced</p>
APPRAISING AND RESPONDING	<p>talk about how music makes you feel or want to move</p> <p>think about and make simple suggestions about what could make their own work better</p>	<p>respond to different moods in music and explain their thinking about changes in sound</p> <p>suggest what improvements could be made to own work and make some of these changes e.g. altering use of voice, playing of and/or choice of instruments</p>	<p>explore and comment on the ways sounds can be used expressively</p> <p>comment on the effectiveness of own work, identifying and making improvements</p>	<p>recognise and explore the ways sounds can be combined and used expressively and comment on this effect</p> <p>comment on the effectiveness of own work, identifying and making improvements based on its intended outcome</p>	<p>describe, compare and evaluate different types of music, beginning to use relevant musical vocabulary</p> <p>comment on the success of own and others work, suggesting improvements based on intended outcomes</p>	<p>describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music</p> <p>evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved successfully</p>

	By the end of KS1 children should be able to:		By the end of Lower KS2 children should be able to:		By the end of Upper KS2 children should be able to:	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
SINGING	use voices in differing ways such as speaking, singing and chanting	use voices expressively and creatively to sing a melody	sing in unison becoming aware of pitch	sing in unison maintaining the correct pitch and using increasing expression	sing in unison with clear diction, controlled pitch and sense of phrase	sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
PLAYING	create and choose sounds	create and choose sounds for a specific effect	perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes	play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics	play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression	play and perform with accuracy, fluency, control and expression
COMPOSING AND CREATING	experiment with sounds recognise and explore how sounds can be organised identify and organise sounds using simple criteria	repeat short, rhythmic and melodic patterns begin to explore, choose and order sounds using some of the elements of music	create simple, rhythmic patterns that use a small range of notes begin to join simple layers of sound e.g. a background rhythm and a melody	create rhythmic and simple melodic patterns using an increased number of notes join simple layers of sound thinking about musical dynamics of each layer and understanding the effect	create increasingly complicated rhythmic and melodic phrases within given structures	create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
PERFORMING	perform simple rhythmic patterns, beginning to show an awareness of pulse begin to think about others while performing	perform rhythmic patterns and accompaniments, keeping a steady pulse think about others while performing	perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes think about others while performing	play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics think about others while performing	play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression maintain their own part and be aware how different parts fit together	play and perform with accuracy, fluency, control and expression that has been considered think about the audience when performing and how to create a specific effect.