

Skills & Knowledge progression: Music

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>Aims The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • 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 • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>We believe that music is an incredibly powerful form of communication that can shape the way we feel, think and act. Quality music teaching helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to discover their musical potential and we aim to nurture and encourage musical development across the school. Our curriculum (which is built around the Charanga Music School programme) ensures that our 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. This broad diet of works an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey. We also believe in the importance of performance, both to give value to music learning and to provide experiences that our children would not otherwise have access to. We therefore take part in a wide range of music projects (such as Young Voices at the O2), as well as producing ambitious, high quality school productions.</p>

Milestones:
<p>At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Expressive Arts & Design - Exploring & Using Media</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. • Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Expressive Arts & Design - Being Imaginative</p> <ul style="list-style-type: none"> • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. • Create movement in response to music. 	<ul style="list-style-type: none"> • Phonics - listening carefully to sounds, describing what can be heard and exploring rhyme. • English - summarising, analysing and inferring meaning from a text (in this case the lyrics to a song); writing in response to a musical stimulus. • PE - moving in response to music in dance and gymnastics, and using this to explore the feeling and meaning of a piece. • Geography (and possibly history or French) - exploring the culture, context and time in which a song was written. This might well include songs from a particular country that is being studied. • Science - investigating sound, the way it is made, the way it travels and the science of pitch and volume. • Maths - using songs and rhymes to learn tables and recall number facts. 	<ul style="list-style-type: none"> • The opportunity to sing on stage to a (large) audience, both through school productions and projects such as Young Voice. • Learn to play a musical instrument over an extended period of time, and be given opportunities to develop this further if desired. • Create and perform songs using a variety of instruments and technology. • Perform a large-scale musical with peers, using microphones, staging, costume etc to produce a high quality production. • Visit large venues (eg. concert theatres) and see professional musicians perform.

Skills Progression: Music – Years 1 & 2

Year groups	Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
1 & 2 Milestone 1	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

Skills Progression: Music – Years 3 & 4

Year groups	Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
3 & 4 Milestone 2	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

Skills Progression: Music – Years 5 & 6

Year groups	Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
5 & 6 Milestone 3	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

KS1 (Class 3 – Year 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Music (see Charanga Music scheme of work)	1 st half term: Year 1 Charanga Hey You!	1 st half term: Year 1 Charanga Rhythm In The Way We Walk and Banana Rap	1 st half term: Year 1 Charanga In The Grove	1 st half term: Year 1 Charanga Round and Round	1 st half term: Year 1 Charanga Your Imagination	1 st half term: Year 1 Charanga Reflect, Rewind and Replay
	2 nd half term: Year 2 Charanga Ho Ho Ho	2 nd half term: Year 2 Charanga Hands, Feet, Heart	2 nd half term: Year 2 Charanga I Wanna Play in a Band	2 nd half term: Year 2 Charanga Zootime	2 nd half term: Year 2 Charanga Friendship Song	2 nd half term: Year 2 Charanga Reflect, Rewind and Replay

KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Music (see Charanga Music scheme of work)	1 st half term: Year 3 Charanga Let Your Spirit Fly	1 st half term: Year 3 Charanga Glockenspiel Stage 1	1 st half term: Year 3 Charanga Three Little Birds	1 st half term: Year 3 Charanga The Dragon Song	1 st half term: Year 3 Charanga Bringing Us Together	1 st half term: Year 3 Charanga Reflect, Rewind and Replay
	2 nd half term: Year 4 Charanga Mamma Mia	2 nd half term: Year 4 Charanga Glockenspiel Stage 2	2 nd half term: Year 4 Charanga Stop!	2 nd half term: Year 4 Charanga Lean On Me	2 nd half term: Year 4 Charanga Blackbird	2 nd half term: Year 4 Charanga Reflect, Rewind and Replay

KS2 (Class 1 – Year 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Music (see Charanga Music scheme of work)	1 st half term:	1 st half term:	1 st half term:	1 st half term:	1 st half term:	1 st half term:
	Year 5 Charanga	Year 5 Charanga	Year 5 Charanga	Year 5 Charanga	Year 5 Charanga	Year 5 Charanga
	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind And Replay
	2 nd half term:	2 nd half term:	2 nd half term:	2 nd half term:	2 nd half term:	2 nd half term:
	Year 6 Charanga	Year 6 Charanga	Year 6 Charanga	Year 6 Charanga	Year 6 Charanga	Year 6 Charanga
	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind And Replay