

# Hove Learning Federation Music Policy

Adopted by Learning & Teaching Committee on behalf of the Governing body:

Amended: March 2023

# Hove Learning Federation Music Policy

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## 1. Introduction

The music curriculum at Hove Learning Federation has been developed to make the experience of learning music hands on, collaborative, lively and stimulating so that children are engaged and enthusiastic to learn. The spiral design of our planning across the key stages ensures children build upon their knowledge and understanding in well thought through steps which include learning to listen to, appraise and perform the music of others. These skills are then applied to participation, experimentation, and the creation and performance of their own music. The curriculum has been planned to enhance the children's appreciation of the wide world of music including influences from a range of different cultures. Music is further promoted through assemblies, workshops, performances, cross-curricular and extra-curricular opportunities.

## 2. Aims

At Hove Learning Federation we aim to:

- teach children to be imaginative and expressive with making sounds, singing familiar songs including nursery rhymes, performing songs and moving with rhythm
- create a fun, stimulating and relevant music curriculum
- cultivate children's positive attitudes towards, and enthusiasm for, musical activities
- develop children's ability to listen and appreciate a wide range of music
- guide children to develop socially so they can share and gain an understanding of their own and other children's cultural heritage
- give children opportunities to develop an awareness of the emotional impact of music
- ensure children have the knowledge, skills and confidence to participate in musical activities with personal satisfaction
- teach the interrelated skills of listening and appraising, playing, performing, improvising and composing
- develop the sensitivity of children's aesthetic, emotional, imaginative and critical responses to a wide range of music
- build upon and extend children's own interests and provide support and challenge for all to achieve their potential
- develop children's understanding, attitudes and key 'life' skills that support and enrich learning both in music and across the curriculum (such as active listening, concentration, turn-taking, determination, resilience, creativity)
- develop children's 'working with others' skills so that they can effectively create and perform music together
- encourage children to gain a real sense of achievement which in turn can raise their self-esteem through nurturing children's confidence to perform in front of an audience, whether this consists of peers or adults
- show children how to make meaningful connections, whenever practicable, through studying music in related areas of the curriculum
- design review opportunities within each lesson for children to make connections with their previous learning and see their progression
- ensure children develop enthusiasm and a reflective approach to composition

## 3. Intent

Throughout their time at Hove Learning Federation, children will enjoy carefully and thoughtfully planned units of music teaching and learning. Focusing on a wide variety of music from different times and places, our children build on the key skills of listening, appraising, playing, singing, improvising, composing and performing. They are encouraged to take risks, reflect, persevere and collaborate. The children at the Hove Learning Federation are passionate about Music. Their curiosity and enthusiasm shines through during their lessons.

Further cross curricular links with music, across foundation subjects are created where possible to enrich knowledge acquisition and deepen understanding.

Children will be able to self and peer assess their own progress and will be given opportunities to reflect on their learning and discuss their understanding.

Subject teams will monitor the teaching and learning within music carefully, ensuring children are making good progress and our curriculum is unbiased, accurate and truly representative.

## 4. Implementation

Through their music learning, children in each year group will gain knowledge, skills and understanding in the following areas:

- pitch
- rhythm
- listening and appraising a wide variety of music from different times and places and through this
- music theory and the seven dimensions of music
- playing and singing
- improvising
- composing
- performing
- music technology

In their time at Hove Learning Federation children will also have the opportunity to take part in Soundmakers, a ten week programme of whole class ensemble tuition with a Create Music specialist instrumental teacher that they access in Year 4. These sessions further encourage:

- instrumental technique
- ensemble skills
- composing and improvising
- performance skills
- working as part of a team

<https://createmusic.org.uk/for-schools/whole-class-instrument-lessons/soundmakers/>

## 5. Content

### Aims and key principles:

Content and coverage for music is plotted out in the music Progression Ladder (*Appendix 1*) which shows the development in skills, knowledge and vocabulary from YR to Y6, and plots out the federation's spiral curriculum for this subject taking into account the guidance of the two schemes of work that we utilise. This overview makes it clear to see where children have opportunities to revisit skills and understanding in order to achieve mastery.

### Early Years and Key Stage 1

Early Years develop their music teaching and learning from the *Being Imaginative and Expressive* statements in the Early Years Development Matters guidance. Key Stage 1 use the scheme 'Music Express' to guide their planning for music teaching and learning

Teachers also use the Music Curriculum Map (*Appendix 2*) and Progression Ladder (*Appendix 1*) to set out the structure and content of music lessons. Each lesson is carefully sequenced to build knowledge over time. The learning for a whole topic, including music at Key Stage 1, can also be found in our Topic Teasers (*Appendix 4*). These are child-friendly topic overviews containing key learning, vocabulary, supporting images and curriculum links that children stick into their books at the start of each topic.

The documents mentioned above are available to parents on the school website and shared with governors.

## Key Stage 2

Key Stage 2 use the scheme 'Charanga' to guide their planning for music teaching and learning. This scheme provides teachers with week-by-week lesson support for each year group in the school. The scheme supports all the requirements of the National Curriculum and the most up to date guidance from Ofsted, ensuring an integrated, practical, exploratory and child-led approach to musical learning.

As in Key Stage 1, teachers also use the Music Progression Ladder to ensure that the knowledge and information that children are given in music lessons has been carefully thought through to make sure the sequence of learning builds knowledge and confidence and deepens understanding.

Expectations:	Strategies:
<b>Learning objectives and statements related to the early learning goals are taught in the early years.</b>	<p>The Reception Year classes follow the Early Years Foundation Stage (EYFS) curriculum guidance, as well as 'Development Matters' through the sub-sections of 'Communication and Language', 'Physical Development' and predominantly 'Expressive Arts and Design'.</p> <p>Many of the basic skills, knowledge and understanding which are important for music are developed through cross-curricular activities, such as; PE (dance), Understanding the World- a weekly class country focus allowing children to hear music from other parts of the world (Spring 2), Maths (repeating pattern) as well as an opportunity for children to access and explore a range of musical instruments during their continuous provision.</p> <p>Specific music tasks are either planned as focused tasks which are led by an adult, or they are child-initiated i.e., the child chooses to work in the indoor/outdoor learning environment with musical resources provided.</p>
<b>The National Curriculum objectives are used to support planning in KS1 and KS2.</b>	<p>Core knowledge, skills and vocabulary are mapped in the progression ladder to ensure children are covering the correct content and knowledge is sequential (<i>Appendix 1</i>).</p> <p><u>Key Stage 1</u></p> <p>In Key Stage 1, the scheme of work has been developed from the Primary National Curriculum Programmes of Study for Music, alongside our school's curriculum drivers: Standards, Engagement, Enquiry and Diversity - SEED (<i>Appendix 3</i>). Our music objectives have been chosen to best suit the termly topics, and to reflect continuity and progression in children's knowledge, skills and understanding.</p> <p>Children will learn to:</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>(<i>National Curriculum for Music, September 2013</i>)</p> <p><u>Key Stage 2</u></p> <p>In Key Stage 2, the scheme of work has been developed from the Primary National Curriculum Programmes of Study for Music, alongside our school's topics and enrichment events. At Key stage 2 children should be taught to sing and play musically with increasing confidence and control. They should develop</p>

	<p>an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Children will learn to:</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 develop an understanding of the history of music</li> </ul> <p><i>(National Curriculum for Music, September 2013)</i></p>
<b>A clear spiral curriculum that progresses throughout each key stage builds on prior learning and introduces age-appropriate concepts, knowledge and skills.</b>	<p>Please see <i>(Appendices)</i> for detailed progression ladder and curriculum content for Key Stage 1 and Key Stage 2.</p> <ul style="list-style-type: none"> <li>• EYFS and KS1 - Music Skills Progression Overview in appendices</li> <li>• KS2 - Charanga 'Spiral Curriculum' in appendices</li> </ul> <p>Children have opportunities to revisit skills and understanding in order to achieve mastery.</p>
<b>Music links to other areas of the curriculum</b>	<p><u>English</u></p> <ul style="list-style-type: none"> <li>• music promotes the skills of reading, writing, speaking, and listening through children's observations of other artists' performances, evaluation of their own and their peers work and other musical performances</li> <li>• children are encouraged to ask and answer their own questions using an ever expanding vocabulary to articulate their thoughts</li> <li>• children demonstrate their knowledge and understanding in a variety of ways including: written representations (notations) and performances</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• music contributes to children's mathematical understanding by giving opportunities to develop the idea of repeating pattern through shape, space</li> <li>• pupils develop their counting skills through the study of beat and tempo</li> <li>• 'number sense' can be enhanced with children's understanding of beats per bar and the recognition of a collection of notes</li> </ul> <p><u>PSHE and Citizenship</u></p> <ul style="list-style-type: none"> <li>• music provides opportunity for pupils to work cooperatively together, creating and performing</li> <li>• we recognise the achievements of musical performance and musical figures from a range of cultures and backgrounds throughout history and in our current world and social climate</li> <li>• children are encouraged to discuss how they feel about their own work, and the methods and approaches used by others and have opportunity to discuss how this makes them feel</li> </ul>

	<ul style="list-style-type: none"> <li>in year 3 children have the chance to discover how other cultures create musical instruments from reused materials in their 'Trash to Treasure' topic</li> </ul> <p><u>PE</u></p> <ul style="list-style-type: none"> <li>dance – links to rhythm, understanding how sound links to movement of the body, the parts within a composition and mood and tone created by melody</li> <li>gymnastics – expression through movement, shape and rhythm</li> <li>'Write Dance' - a scheme used in the EYFS which develops the skill for writing alongside rhythm</li> </ul> <p><u>Computing</u></p> <ul style="list-style-type: none"> <li>recording / videoing</li> <li>music modules computing curriculum in year 4</li> <li>interactive Charanga and Music Express (engaging actively with online resources as part of the lesson)</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>children are encouraged to listen to music as inspiration and 'draw what you hear'</li> <li>children have opportunities to explore synaesthesia describing the colours they see when they hear particular sounds</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>children learn how sound travels: waveforms and harmonising</li> <li>children are taught the biology of how we hear</li> <li>children learn why some sounds are pleasant to hear and others are not</li> </ul> <p><u>Cross-Curricular Opportunities</u></p> <ul style="list-style-type: none"> <li>in KS2 children study a whole school topic where they will look at the geography of a country or group of countries in details. Previous topics have included the children discovering the music of: Rio de Janeiro, Japan, Africa, Egypt and children will have opportunities to take part in workshops run by external practitioners during this learning</li> <li>songs are taught, in class and during singing assemblies, which link to foundation subjects and are used to re-enforce knowledge of a subject</li> </ul>
<b>Inspirational and relatable role models are referred to and taught in KS2</b>	Mutual respect and tolerance for all cultures and different family units will be promoted through the study of Music. We aim for children to develop a knowledge of diverse and significant individuals and their contributions to the arts, in particular music both historically and presently.
<b>Learning Opportunities and wider community links</b>	<p><b><i>Those responsible for delivering our music curriculum include:</i></b></p> <ul style="list-style-type: none"> <li>the class teacher, using the skills-based approach and planning framework of the <i>Charanga</i> website and resources, whilst at times also taking account of cross-curricular links and opportunities that may arise within year group planning or whole school topics</li> <li>one or more teachers leading a whole school/year group singing assembly at least once a week on both school sites</li> <li>specialist music teachers such as those from <i>Soundmakers</i> who work weekly, for a term, with all children in Year 4, offering them the opportunity to learn and perform a musical instrument (flute or djembe)</li> </ul>

	<ul style="list-style-type: none"> <li>specialist, peripatetic music teachers (from Brighton and Hove Music and Arts) who offer pupils tuition on a range of instruments including keyboard, guitar, violin and cello</li> <li>a range of musicians who may demonstrate instruments, lead an assembly or workshop, run extra-curricular music clubs or provide additional, enrichment opportunities in school or at another location around the city (<i>eg James Redwood's Rugby World Cup composing and performing workshops, Ollie Heath's beatboxing / rap workshops, Brighton and Hove Schools' Christmas Concert at the Brighton Centre, the Brighton Philharmonic Orchestra's workshops and open rehearsals for children at The Dome</i>).</li> </ul>
<b>Music lessons are hands on and active.</b>	<p>At Hove Learning Federation, music balances the teaching of the theory of music with practical opportunities to perform</p> <ul style="list-style-type: none"> <li>in EYFS children are given the opportunity to respond to and explore music and instruments within the learning environment and during guided sessions allowing them to express themselves through physical actions and sounds</li> <li>in Key Stage 1 and 2, children show their understanding of the theory through their playing</li> <li>children are given opportunities to show how music can affect mood and promote good mental health</li> <li>children are introduced to new genres based on their own likes whilst also being taught how to correctly (and politely) express why they may not like a certain style/song</li> </ul>

## 6. Assessment

### Aims and key principles:

Monitoring children's attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access and flourish within our curriculum. In music, assessment is carried out using a variety of methods as outlined below. Each teacher will also be aware of monitoring this through other subjects where an understanding of music and the ability to use the skills of a musician, or have musical understanding, is employed.

Expectations:	Strategies:
<b>Assessment is linked to planning and is used to inform future provision, teaching and learning</b>	<p><u>Planning and Assessment EYFS</u> Individual lesson plans are worked out from the Scheme of Work and many are used throughout the day. Stored on the system are sound bites, clips and videos to support the lessons.</p> <p><u>Key Stage 1</u> Medium term planning, including clear learning outcomes are set out in the Scheme of Work. This ensures coverage of the curriculum and provides a clear focus for assessment. Weekly plans are worked out by the coordinator from the Scheme of Work and are stored on staff resources. Each year group has access to central online files for music which include:</p> <ul style="list-style-type: none"> <li>lesson plans</li> </ul>



	<ul style="list-style-type: none"> <li>• multicultural music</li> <li>• stories with songs</li> <li>• songs</li> </ul> <p><u>Key Stage 2</u></p> <p>Each class teacher is responsible for ensuring that the musical learning is relevant to their pupils (and to personalise planning and differentiate as necessary). 'Charanga' provides a framework for teachers to annotate and record assessment notes. The planning overviews provided by Charanga clearly set out the progression of knowledge and skills for teachers to assess against.</p>
<b>Formative assessment is continually on going to support our understanding of children's progress</b>	<p>Assessment and Recording are ongoing processes where the direct observation of achievement by the teacher, plus targeted questioning, can be carried out alongside pupils' assessment of their own performance or understanding. It is intended that any assessment should be simple, formative and part of a teaching process which reinforces learning.</p> <p>Teachers can then give appropriate developmental feedback within and between lessons in order to help pupils succeed and progress at a level appropriate for them. Class teachers are encouraged also to report annually to parents and carers on the attainment in music in EYFS and KS1 and the effort children are putting into their music learning at KS2. Teachers will also let parents know how music is encouraging individual development, pupil enjoyment and how well a child has achieved across the programme of study.</p> <ul style="list-style-type: none"> <li>• in early years, teachers are continuously observing children's independent learning in the learning environment. This includes working independently and collaboratively and is recorded to provide the evidence that informs teacher assessment</li> <li>• teachers create observations using the interactive learning diary platform (ILD)</li> <li>• as children progress through key stage 1, they will learn to self-assess their work against the objectives for that lesson/unit of work alongside the teacher assessment. This allows children to take ownership of their learning and ensures they understand the lesson objective clearly</li> <li>• in key stage 2 children's understanding is monitored through assessment for learning, pupil voice and teacher observation, and support is carefully planned in where appropriate to ensure learning is inclusive</li> <li>• children actively peer assess and self-assess their performances during lessons</li> </ul>
<b>Assessment is evidenced digitally in KS1 and KS2</b>	<p><u>Key Stage 1</u></p> <p>Assessments are based on the key areas covered and can be made by the teacher or the T.A. The class teacher keeps records of each child on an on-going basis to provide formative assessment. Levels are stored on the central computer system using Target Tracker.</p> <p><u>Key Stage 2</u></p> <p>Evidence is captured digitally, by means of audio or video recordings on class or pupil iPads. Photographs of children's graphic scores or notated work can also be taken to show the development of their musical ideas. Each class has folder set up on the school system to store these files in. These media files create a bank of evidence to show children's progress and help teachers define next steps within the planning.</p>

<p><b>Assessment and monitoring are ongoing to support future planning</b></p>	<p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> <li>• in the Early Years Foundation Stage, the children's knowledge, skills and understanding will be assessed using 'Development Matters,' and the Early Years Learning Goals (predominantly within 'Expressive Arts &amp; Design'). These are recorded half termly into Target Tracker and then this information is used towards the end of year feedback given to parents and the final EYFS Profile</li> <li>• at Key Stage 1, children's progress and attainment is tracked against age-related expectations. Assessment boxes are included in books and teachers assess children based on learning objectives (<i>Appendix 6</i>). The learning objectives for each lesson provide a clear focus for assessment. At the end of each school year, every child will be assessed and recorded on Target Tracker, as: 'working below', 'working towards', 'secure' or 'secure plus'. These levels are communicated to parents in the end of year school report. At the end of Year 1, the assessments will be passed to the Year 2 teacher. At the end of Year 2, the accrued assessments will be used by the teacher to make a judgement about each child's ability in music across the key stage</li> </ul> <p><u>Key Stage 2</u></p> <ul style="list-style-type: none"> <li>• at Key Stage 2, teachers assess children's understanding of music and the knowledge they have acquired within each unit. The learning objectives for each lesson provide a clear focus for the assessment of their skills as musicians. Teachers have the learning objectives for each unit and currently assess the classes ability to meet this objective. Teachers observe individual progress and note this to pass on to future staff.</li> </ul>
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## 7. Skills

### Aims and key principles:

The teaching of musical skills is carefully mapped across the key stages. The children are gradually introduced to the skills of being a musician alongside the acquisition of substantive knowledge. As musical knowledge and vocabulary are developed through our spiral curriculum, the children have the opportunity to revisit, embed and build on understanding.

Expectations:	Strategies:
<p><b>Musical skills are embedded in each lesson and unit and carefully mapped out across the school</b></p>	<p>Both 'Music Express' and 'Charanga' have mapped out skills in music over the key stages and the music team has shaped these into the progression for children across the Hove Learning Federation and plotted it into the Progression Ladder.</p>
<p><b>Children with SEN or with EAL know the variety of musical skills they are using to develop their knowledge and understanding with support and can access vocabulary related to their music learning</b></p>	<p>Music is easy to access but can be hard to master. Performance and discussion in groups will support SEND children who may find the learning more challenging to access however no assumptions about musical ability are made and often children who may have barriers to learning with reading and writing, excel in music.</p>

	<ul style="list-style-type: none"> <li>• appropriate support is given to children with SEN and EAL children so they can access the learning and understand the skills needed to become musicians</li> <li>• clear dual coded vocabulary is being rolled out across the federation to support the teaching of music theory</li> <li>• higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled dialogue with musical related vocabulary</li> <li>• carefully designed activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of musical concepts</li> </ul>
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## 8. Knowledge and Vocabulary

### Aims and key principles:

Our teaching of music knowledge and vocabulary is carefully mapped to ensure it is delivered in a manner which will reduce cognitive overload and maximise children's understanding and retention. Knowledge and vocabulary acquisition builds gradually and in a spiral approach, which deepens understanding and encourages individual reflection and exploration of ideas.

Expectations:	Strategies:
<b>Music related vocabulary linked to each unit is included in the Music Progression Ladder with the associated knowledge</b>	<ul style="list-style-type: none"> <li>• children are taught the specific music related vocabulary as prescribed in the National Curriculum and Development Matters</li> <li>• music related vocabulary is included in all key planning overviews and included in resources used during the module</li> <li>• vocabulary is dual coded, to support understanding and recall</li> <li>• clear link between vocabulary and its practical meaning and use is explored across each lesson</li> <li>• children will become confident in using musical terms, and will gradually broaden the range of vocabulary used in cross-curricular work</li> </ul>
<b>Misconceptions in knowledge and vocabulary are picked up early and addressed within lessons or before the subsequent lesson.</b>	<ul style="list-style-type: none"> <li>• teachers plan for misconceptions to ensure correct knowledge and vocabulary is taught and understood each lesson</li> <li>• adults are confident to pick up on misconceptions in knowledge and vocabulary that the children may have and ensure these are addressed early and clearly</li> <li>• higher order questions, challenges and visual prompts are used in lessons to assess and support misconceptions</li> <li>• Grumpy Frog is used on flips in EYFS and Key Stage 1 to pre-empt possible misconceptions and address these to support whole class knowledge and understanding</li> </ul>

## 9. Equal Opportunities, Inclusion and Access

All children have the right to experience the vast world of music. Our music curriculum is planned to be inclusive and to meet the needs and interests of all learners, including those who have already identified musical ability, those with the potential to excel in this subject and reluctant learners who may have barriers to engagement. Indeed, music might open avenues of communication and methods of expression that may otherwise be difficult to access. Music from a diversity of ethnic and cultural origins can enrich the experience of all children and introduce them to other cultures. Access to school choirs, instrumental tuition and extra-curricular activities is enriching and open to all. Pupil Premium funding can be allocated to support musical instrument tuition.

### Learning Difficulties and Disabilities

We aim to ensure that children with special educational needs are supported in accessing the music curriculum through a range of strategies.

- Allocated adult support
- Teamed support with higher achievers
- Adjusted objectives
- Active learning methods

The class teacher is responsible for ensuring weekly plans are accessible to all children and that objectives are appropriate. Tasks are broken down into small steps giving achievable goals and leading to purposefully designed tasks. Previous work covered is regularly reinforced so the children achieve their full potential.

#### Able Pupils

Pupils who show that they are able in music will be challenged through a variety of ways so that they are also supported to make progress and excel. The class teacher is then responsible for ensuring planning identifies appropriate and challenging objectives for these children. Parents will be informed and sign-posted to beneficial, extra-curricular activities including the possibility of learning an additional instrument through the peripatetic teaching provision. Opportunities through the Music Centre will also be identified.

#### Celebrating Cultural Diversity

Music helps children to develop socially as they interact, share and gain an understanding of their own and other children's cultural heritage. It provides a link for children of different abilities, ages and children for whom English is an additional language to communicate and work together.

We sing and perform a range of songs, music and stories from around the world. Pupils recognize how music has influenced a community or country and see in turn how sounds and rhythms from other cultures can influence their work. Children also learn about instruments from other countries and are encouraged in their own personal development to share the music and instruments that are played and celebrated in their homes and traditions.

Music is open to all children, of whatever age, gender, ethnic origin, ability, and social background as it teaches children knowledge and understanding of the world around them.

## 10. Appendices

Appendix 1: Hove Learning Federation Music Progression Ladder (link below with an image of the first page as an example)



<https://www.hovejuniorschool.co.uk/attachments/download.asp?file=6441&type=pdf>

**WEST HOVE  
INFANT SCHOOL**  
A family of friends

### Music Skills Progression Overview

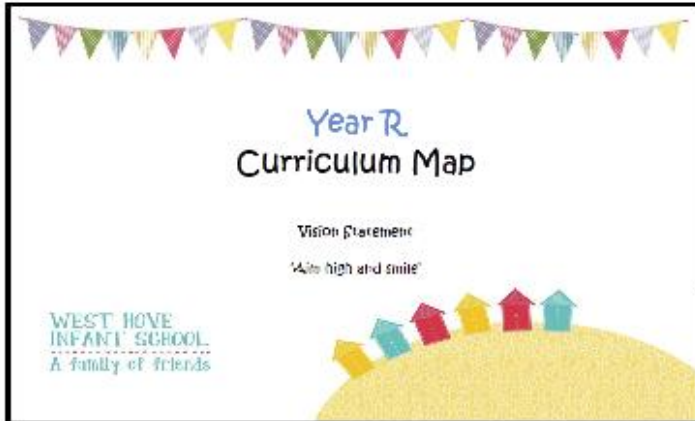
Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic* = Additional WHIS

	Year R (Being Imaginative & Expressive)		Year 1	Year 2
	Nursery	Reception		
Singing & Listening	<b>By the end of Reception:</b> Teachers should sing and teach a range of well-known nursery rhymes and songs. Children should perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG) Sings a range of well-known nursery rhymes and songs (ELG)		<b>By the end of Year 2:</b> Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	
	<b>Ongoing</b> Sing a large repertoire of songs	<b>Ongoing</b> Sing in a group or on their own following the melody	<b>Aut 1</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>Autumn 1</b> Confidently use their voices expressively and creatively by singing songs and speaking chants and rhymes
	<i>Joins in with songs, rhymes and poems with others</i>	<b>Ongoing</b> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	<b>Aut 1</b> <i>Performing together with concentration</i>	<b>Autumn 1</b> <i>Developing the use of vocal sounds to express feelings</i>
	<i>Explore and engage in music making and dance.</i>	<b>Ongoing</b> Explore and engage in music making and dance, performing solo or in groups	<b>Autumn 1</b> <i>Creating and responding to vocal sounds</i>	<b>Spring 2</b> <i>Exploring voices to create descriptive musical effects</i> <i>Singing with expression, paying attention to the pitch shape of the melody</i>
	<i>Joining in variations of nursery rhymes</i>	<b>Ongoing</b> <i>Singing and signing variations of nursery rhymes. Singing rhymes and actions</i>	<b>Spring 1</b> <i>Combining voices, movement and instruments to perform a chant and a song</i>	<b>Autumn 2</b> <i>Rehearsing and refining to develop a performance</i>
	<i>Join in with familiar songs and nursery rhymes with others</i>	<b>Spring 1</b> <i>Rehearse familiar songs and nursery rhymes with others</i>	<b>Spring 2</b> <i>Rehearsing and performing with others</i>	<b>Summer 1-</b> <i>Performing a rhythmic chant and playing an independent rhythm pattern to accompany it</i>

## Curriculum Map

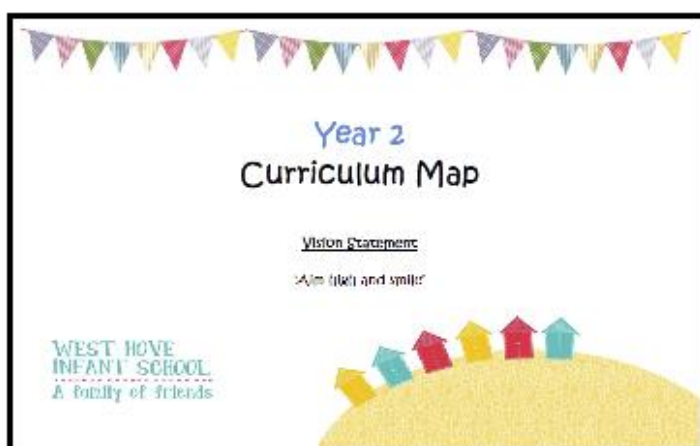
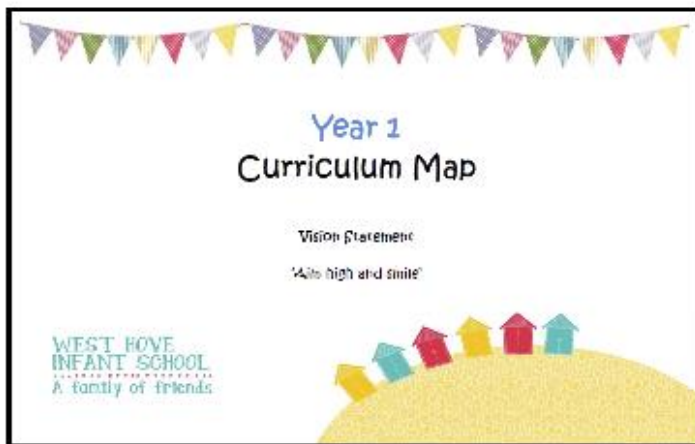
Copies of our planning are shown below, click on the images below for further details. These are a snap shot of our planning resources.

Note these are example plans, as by their nature they are adapted to the needs of each particular class.



All of the Key Stage 1 Curriculum Maps can be found at the following link. Examples of the music section from the Year 1 curriculum map can be seen below.

<https://www.westhoveinfants.co.uk/our-curriculum/curriculum-map/>







Music						
Term	Autumn		Spring		Summer	
Topic	Wild and Wonderful		Castles and Caves		The Secret Garden	
Learning Expectations	By the end of KS1, children will have learned to: <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>					
Range of Opportunities	<ul style="list-style-type: none"><li>• Ourselves</li><li>• Toys</li><li>• Our bodies</li></ul>	<ul style="list-style-type: none"><li>• Animals</li><li>• Weather</li></ul>	<ul style="list-style-type: none"><li>• Our school</li><li>• Travel</li></ul>	<ul style="list-style-type: none"><li>• Patterns</li><li>• Storytime</li></ul>	<ul style="list-style-type: none"><li>• Numbers</li><li>• Seasons</li></ul>	<ul style="list-style-type: none"><li>• Minibeasts</li><li>• Instruments</li><li>• Sorting</li></ul>
Knowledge	<ul style="list-style-type: none"><li>• Know that the beat is the basic unit of time.</li><li>• Know that the beat is the way that musicians count the notes being played so they stay in sync with each other.</li><li>• Know that the beat is often associated with the pulse that listeners tend to feel in the music. That is to say, when one is to clap along or dance with the music, they are moving to the beat.</li><li>• Know that the pitch describes how low or high a note sounds.</li><li>• Know that sound is made up of vibrations or waves. These waves have a speed or frequency that they vibrate at.</li><li>• Know that the pitch of the note changes depending on the frequency of these vibrations. The higher the frequency of the</li></ul>		<ul style="list-style-type: none"><li>• Know that the definition of a tune is a song or melody having the correct musical pitch or being in the correct key.</li><li>• Know that the beat is the basic unit of time.</li><li>• Know that the beat is the way that musicians count the notes being played so they stay in sync with each other.</li><li>• Know that the beat is often associated with the pulse that listeners tend to feel in the music. That is to say, when one is to clap along or <u>dance</u> with the music, they are moving to the beat.</li><li>• Know that rhythm refers to the length of time between each major "beat".</li><li>• Know that the rhythm is the sequence of sounds and silences.</li></ul>		<ul style="list-style-type: none"><li>• Know that the definition of a tune is a song or melody having the correct musical pitch or being in the correct key.</li><li>• Know that the beat is the basic unit of time.</li><li>• Know that the beat is the way that musicians count the notes being played so they stay in sync with each other.</li><li>• Know that the beat is often associated with the pulse that listeners tend to feel in the music. That is to say, when one is to clap along or <u>dance</u> with the music, they are moving to the beat.</li><li>• Know that timbre is a quality of <u>sound</u>. It is what makes two different <u>musical instruments</u> sound different from each other, even when each instrument plays the same musical note.</li></ul>	

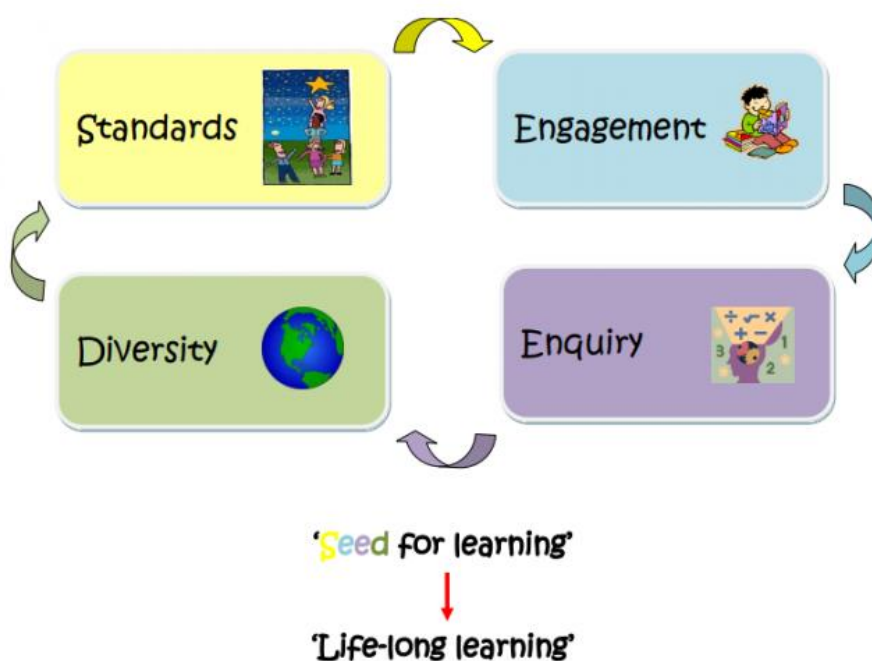
	<p>wave, the higher the pitch of the note will sound.</p> <ul style="list-style-type: none"> <li>Know that rhythm refers to the length of time between each major "beat".</li> <li>Know that the rhythm is the sequence of sounds and silences.</li> <li>Know that the first beat of a group of regular, evenly spaced beats usually feels stronger than the others.</li> </ul>		<ul style="list-style-type: none"> <li>Know that the first beat of a group of regular, evenly spaced beats usually feels stronger than the others.</li> <li>Know that a choir or choral group is a collection of people who sing together.</li> <li>Know that choirs typically rehearse together with a leader and perform concerts or sing during religious services.</li> </ul>		<ul style="list-style-type: none"> <li>Know that "Playing the same note" means that instruments have the same <u>pitch</u> and <u>loudness</u>. For instance, timbre is the difference between a <u>guitar</u> and a <u>piano</u> playing the same note at the same volume.</li> <li>Know that in music, dynamics are the variation in loudness between notes or phrases.</li> <li>Know that the pitch of the note changes depending on the frequency of these vibrations. The higher the frequency of the wave, the higher the pitch of the note will sound.</li> <li>Know that rhythm refers to the length of time between each major "beat".</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Create and respond to vocal sounds</li> <li>Create and use vocal and body percussion sounds</li> <li>Perform a steady beat</li> <li>Create a rhythm pattern and steady beat</li> </ul>	<ul style="list-style-type: none"> <li>Listening to a steady beat</li> <li>Identifying and responding to changes in pitch, upwards and downwards</li> <li>Reading pitch line notation</li> <li>Playing pitch lines on tuned percussion</li> <li>Combining pitch change with changes in other elements</li> </ul>	<ul style="list-style-type: none"> <li>Combining voices, movement and instruments</li> <li>Keeping a steady beat</li> <li>Performing and creating word rhythms</li> <li>Responding to music in movement</li> <li>Creating word rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Make a steady beat in patterns with voices and body percussion.</li> <li>Understanding how music can tell a story</li> <li>Rehearse and perform with others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> <li>Develop a sense of a steady beat</li> <li>Identify changes pitch and respond to with movement</li> <li>Identifying changes in pitch and responding to them with movement</li> <li>Using sign language in a song</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Think of sounds that minibeasts make</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>

<b>Environmental Links</b>	<ul style="list-style-type: none"> <li>• Reduce waste by mending your broken toys, like families did in the past</li> <li>• Use second-hand/charity shops to re-use toys which you no longer need</li> <li>• Climate change and how weather is changing</li> </ul>		<ul style="list-style-type: none"> <li>• Methods of sustainable travel</li> <li>• Reduce, reuse and recycle within school</li> <li>• Climate change and how weather is changing</li> </ul>		<ul style="list-style-type: none"> <li>• Climate change and how weather is changing (how this affects the seasons)</li> <li>• Looking after the natural world</li> <li>• Ecosystems and habitats</li> </ul>	
<b>Vocabulary</b>	Composition, vocal, body percussion, tuned, untuned, compose, perform, timbre, dynamics	Composition, vocal, body percussion, tuned, untuned, compose, perform, timbre	Tempo, perform, dynamics, rhythm	Notation, tone, tuned, untuned, compose, perform, timbre, dynamics	Composition, vocal, body percussion, tuned, untuned, compose, perform, timbre, dynamics, expression, chant	Composition, vocal, body percussion, tuned, untuned, compose, perform, timbre, dynamics, rhyme, chant

### Appendix 3: Curriculum Drivers: Standards, Engagement, Enquiry and Diversity - SEED

<https://www.westhoveinfants.co.uk/our-curriculum/curriculum-drivers/>

### Curriculum Drivers : **S.E.E.D.**





## Appendix 4: Year 1 and 2 Topic Teasers

<https://www.westhoveinfants.co.uk/wp-content/uploads/sites/10/2015/03/Castles-and-Caves-Topic-Teasers-2023.pdf>

<https://www.westhoveinfants.co.uk/wp-content/uploads/sites/10/2015/03/Topic-Teaser-year-2-Spring-final.pdf>

(Example pages from the Spring, Year 1 Topic Teaser below)

### Year 1

## Castles and Caves

#### Core Knowledge

**History:**

- To know different types of castles and their features.
- To know why castles were built in different geographical locations.
- To know the job roles within a castle.
- To know my personal history.
- To know why castles were built and their purpose.
- To know significant events and dates.
- To know how castles have developed through time.
- To know how to use timelines to learn about the history of castles.


**Art:**

- To know that dragons are mythical creatures.
- To know each dragon body parts.
- To know that different cultures view dragons in different ways.

**Geography:**

- To know and compare local locations and their features.
- To know physical and human geography.

**WEST HOVE INFANT SCHOOL**  
A family of friends




#### Key Vocabulary

**Art:**

- Dragon: a mythical creature like a giant reptile



**History:**

- Past: gone by in time and no longer existing
- Present: existing or occurring now
- Castle: a large building, typically of the medieval period, with thick walls, battlements and towers
- Moat: a deep, wide channel surrounding a castle filled with water



#### Key Locations

- Rye – Rye Castle
- China – Chinese Dragons
- Brighton and Hove
- London – Tower of London
- Scotland – Edinburgh Castle



### Cross-Curricular Learning

**Art:** The children will explore the theme of 'Dragons' through their artwork this half term. They will represent their ideas about an imaginary dragon through sketching, with a focus on line, shape, form pattern and detail. They will develop their printing techniques by carving a pattern (of dragon skin!) onto a tile and creating a repeating print with their tile. They will use the work of recognized printmakers for inspiration, as well as animal skin patterns from the natural world. **Vocabulary:** line form shape pattern detail print repeating pattern roller

**Science:** The science focus this term is 'Materials.' The children will be learning how to distinguish between an object and the material from which it is made. They will identify a variety of everyday materials and describe their physical properties e.g. hard, shiny, flexible, cold. They will compare, sort and group objects according to their material. Throughout the science tasks, children will develop their investigative skills by testing materials, collecting and recording information, and asking and answering scientific questions. **Vocabulary:** sense taste touch smell sight hearing sweet salty sour bitter healthy diet food groups exercise sleep medicine hygiene A variety of body parts, such as 'elbow' 'ankle' 'eye-lashes' 'chin' 'ribs'

**Design and Technology:** The focus in D&T this term is 'Food technology.' Children will begin to understand the principles of a healthy diet by naming, preparing and tasting a variety of fruits in a fruit salad. They will learn to use tools, such as child-friendly knives, safely in order to wash, slice, chop, peel and squeeze different fruits and create a class fruit salad. They will use all their senses to evaluate their finished product. **Vocabulary:** food technology healthy diet safety food hygiene wash slice chop squeeze chopping board juicer pip/seed/stone

**Music:** The children will be learning to create word rhythms and keep a steady beat whilst developing their performance skills with the new songs they learn. They will choose and use instruments to match the sounds of different vehicles and to different areas around our school. They will listen to a piece of music and talk about how it makes them feel. **Vocabulary:** tempo rhythm word rhythm steady beat dynamics

**Computing:** Throughout Spring term, we will be learning about coding. The children will learn that an algorithm is a list of steps, which must be followed in the correct order to solve a problem. The children will explore how to write a simple algorithm for a Beebot in order to send it to a selected destination. They will program the Beebots with their algorithms and debug their algorithm if they come across any errors. **Vocabulary:** program debug list of steps algorithm forwards

### Other Learning

**PE:** This term the children will explore gymnastics and dance. Opportunities will be provided to allow children to learn and practise a variety of skills, including travelling movements, rolls, jumps and balances to provide opportunities for children to develop control, agility and coordination. During the unit, children apply their learning in a variety of ways, including regular sequence building, both individually and with a partner. **Vocabulary:** gymnastics dance sequences roll jump share

**PSHE:** To In the unit 'Going for goals!' the children will identify notable people who have succeeded in achieving amazing feats by setting personal goals. The children will set themselves an achievable goal and consider ways to reach it, such as perseverance, stamina and supporting each other. They will consider and discuss ideas around gender stereotypes and the activities in which all people can succeed. They will learn ways to make people feel welcome and identify many different types of family and tell you what they might have in common. The children have also been learning about different cultures and their homes. **Vocabulary:** goal achieve succeed persevere gender stereotype equal



## Unit: Our school

**Musical focus:** Exploring sounds

**Subject link:** Geography

LESSON

2

### LESSON PLAN

#### LESSON LEARNING

- Analysing the dynamics and duration of sounds around the school
- Exploring these elements/dimensions on instruments
- Creating two contrasting textures

#### WHAT YOU WILL NEED

- A variety of percussion instruments, sufficient for all the class
- Sound recording equipment

### TEACHING ACTIVITIES

#### School for percussion

**Explore the materials and sounds of percussion instruments**

Children:

- follow a map as they explore different ways of producing sound;
- listen to a piece of music following the route on a percussion map to identify the sounds;
- explore materials and ways to produce sounds using percussion as they follow a score.

#### Inside school

**Listen to real sounds in a school then record your own**

Children:

- listen to a piece of music, identifying and describing the sounds they hear;
- think about the sounds they hear in the school environment;
- record and discuss sounds from two contrasting locations in their school.

#### Inside school – class composition

**Compose music which captures atmosphere**

Children:

- use voices and body sounds to create music which captures the atmosphere of two school environments;
- work in pairs to create contrasting instrumental sounds;
- combine sounds to create and evaluate a class performance.

#### VOCABULARY

- Dynamics - loud/quiet
- Duration - long/short
- Texture

#### EXTENDED LEARNING

Create an extended piece of music by ordering the contrasting sounds, eg PE, library, PE, library (ABAB); or PE, library, lunchtime, library, PE (ABCBA).



# Music Autumn Term




## Overview

The children have been developing an understanding of steady beats, using voices expressively, dynamics, duration, timbre, pitch and performance skills. They have used voices, movement and instruments to explore these key areas which have been developed in the context of lessons based around 'animals', 'weather', 'our bodies' and 'ourselves'.

National curriculum KS1:

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

## Assessment

Success Criteria		
Perform a steady beat at different speeds.		✓
Respond to a change of mood in a piece of music with a slow and fast steady beat.		✓
Identify and invent a repeated rhythm pattern.		
Perform with concentration combining voices movement and instruments.		✓
Learn new songs and chants		✓
Create and respond to vocal sounds and body percussion sounds		✓
Explore and control dynamics (volume), duration and timbre with voices, movement, body percussion and instruments		✓
Understand pitch, and making high and low vocal sounds		✓
Understand pitch by singing a song with contrasting high and low melodies		✓
Exploring and developing an understanding of pitch using the voice and body movements.		✓
 Recognise pitch changes and contrasts in pieces of music.		

## Photographs



## Appendix 7: Progression documents from Charanga

### Learning progression

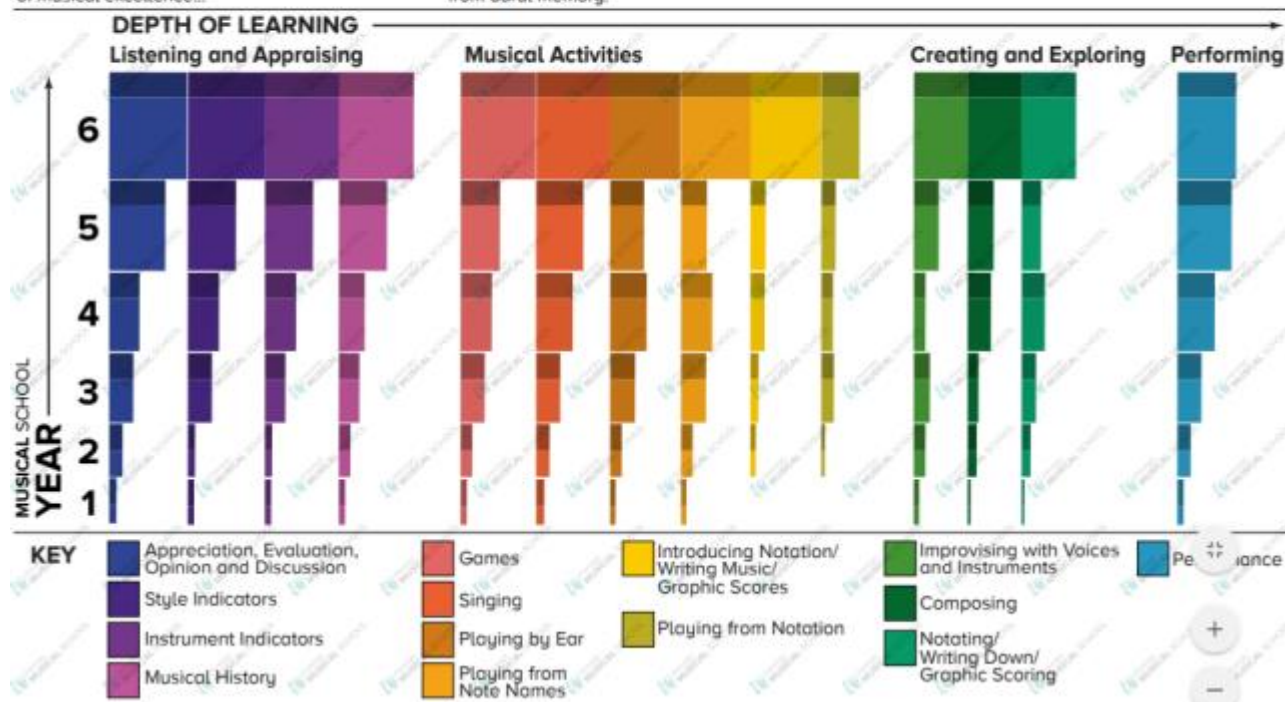
Depth of learning through Charanga Musical School

#### 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."



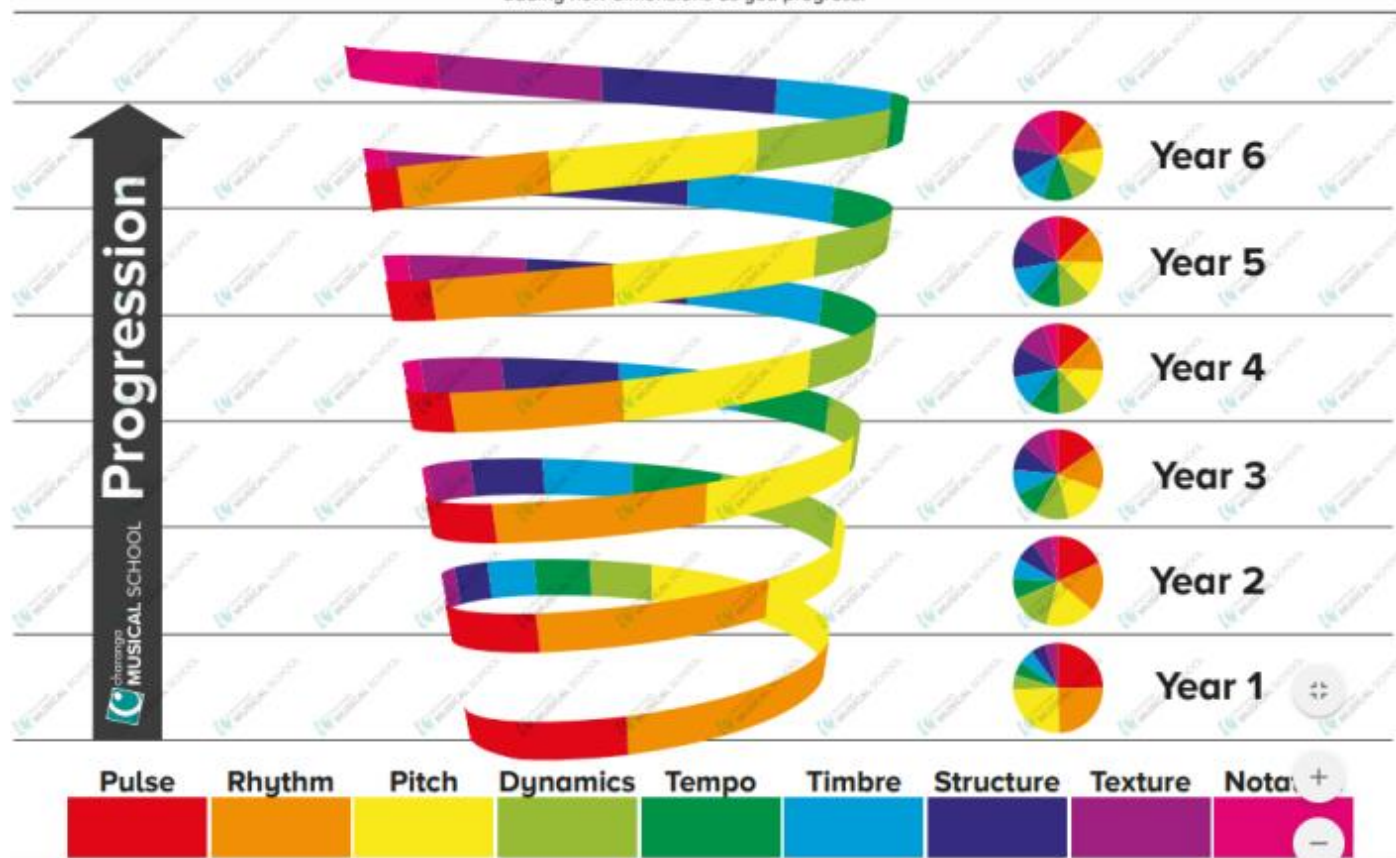
### The Interrelated Dimensions of Music

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.





<b>YEAR 3</b> OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 4</b> OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 5</b> OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 6</b> OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	New Unit (Preview) 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

## Progression of musical skills Lower KS2

### Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smbibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

## Progression of musical skills Upper KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Live! On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

## Appendix 8: Example units of work from Charanga

# YEAR 3

## Units of Work in Year 3 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Unit-specific Focus
Autumn 1: Let Your Spirit Fly	<b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. <b>Musical Activities - a new activity is added until Step 4:</b> <ul style="list-style-type: none"> <li><b>Games</b> - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.</li> <li><b>Singing</b> - continue to sing, learn about singing and vocal health, Continue to learn about working in a group/band/ensemble.</li> <li><b>Playing</b> - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</li> <li><b>Improvisation - option after Step 3</b> - continue to explore and create your own responses, melodies and rhythms.</li> <li><b>Composition - option after Step 4</b> - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.</li> </ul> <b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	RnB. Singing in two parts.  <b>Mixed styles:</b> <ul style="list-style-type: none"> <li>Let Your Spirit Fly by Joanna Mangona (RnB)</li> <li>Please choose your own song/piece here</li> <li>Colonel Bogey March by Kenneth Alford (Film)</li> <li>Consider Yourself from the musical 'Oliver!' (Musicals)</li> <li>Ain't No Mountain High Enough by Marvin Gaye (Motown)</li> <li>You're The First, The Last, My Everything by Barry White (Soul)</li> </ul>
Autumn 2: Glockenspiel Stage 1	<b>Listen &amp; Appraise (descriptions for all strands as above)</b> <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> </ul> <b>Perform/Share</b>	Playing the glockenspiel. The language of music.
Spring 1: Three Little Birds	<b>Listen &amp; Appraise (descriptions for all strands as above)</b> <b>Musical Activities - a new activity is added until Step 4:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation - option after Step 3</li> <li>Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	Reggae and Bob Marley. <b>Reggae music:</b> <ul style="list-style-type: none"> <li>Three Little Birds by Bob Marley</li> <li>Jamming by Bob Marley</li> <li>Small People by Ziggy Marley</li> <li>54-56 Was My Number by Toots and The Maytals</li> <li>Ram Goat Liver by Pluto Shervington</li> <li>Our Day Will Come by Amy Winehouse</li> </ul>

Spring 2: The Dragon Song	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities - a new activity is added until Step 4:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation - option after Step 3</li> <li>Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	Singing in two parts. <b>Music from around the world:</b> <ul style="list-style-type: none"> <li>The Dragon Song by Joanna Mangona and Pete Readman</li> <li>Birdsong - Chinese Folk Music</li> <li>Vaishnava Java - A Hindu Song</li> <li>A Turkish Traditional Tune</li> <li>Aitutaki Drum Dance from Polynesia</li> <li>Zebaidir Song from Sudan</li> </ul>
Summer 1: Bringing Us Together	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities - a new activity is added until Step 4:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation - option after Step 3</li> <li>Composition - option after Sep 4</li> </ul> <b>Perform/Share</b>	<b>Disco music:</b> <ul style="list-style-type: none"> <li>Bringing Us Together by Joanna Mangona and Pete Readman</li> <li>Good Times by Nile Rodgers</li> <li>Ain't Nobody by Chaka Khan</li> <li>We Are Family by Sister Sledge</li> <li>Ain't No Stopping Us Now by McFadden and Whitehead</li> <li>Car Wash by Rose Royce</li> </ul>
Summer 2: Reflect, Rewind and Replay	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Improvisation</li> <li>Composition</li> </ul> <b>Perform/Share</b>	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

## YEAR 4

### Units of Work in Year 4 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Unit-specific Focus
Autumn 1: Mamma Mia	<b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. <b>Musical Activities - a new activity is added until Step 4:</b> <ul style="list-style-type: none"> <li><b>Games</b> - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li><b>Singing</b> - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li><b>Playing</b> - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li><b>Improvisation - option after Step 3</b> - continue to explore and create your own responses melodies and rhythms.</li> <li><b>Composition - option after Step 4</b> - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul> <b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	<b>ABBA's music:</b> <ul style="list-style-type: none"> <li>Mamma Mia by ABBA</li> <li>Dancing Queen by ABBA</li> <li>The Winner Takes It All by ABBA</li> <li>Waterloo by ABBA</li> <li>Super Trouper by ABBA</li> <li>Thank You For The Music by ABBA</li> </ul>
Autumn 2: Glockenspiel Stage 2	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> </ul> <b>Perform/Share</b>	Playing the glockenspiel. The language of music.
Spring 1: Stop!	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities - a new activity is added until Step 4:</b> <ul style="list-style-type: none"> <li>Games</li> <li>Singing</li> <li>Playing</li> <li>Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	Grime, Writing lyrics. <b>Mixed styles:</b> <ul style="list-style-type: none"> <li>Stop! By joanna mangona (Grime)</li> <li>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>Radetzky March by Strauss (Classical)</li> <li>Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)</li> <li>Libertango by Astor Piazzolla (Tango)</li> <li>Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li> </ul>



<b>Spring 2: Lean On Me</b>	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	<b>Gospel/links to Religious music:</b> <ul style="list-style-type: none"> <li>• Lean On Me by Bill Withers (Soul)</li> <li>• Lean On Me by The ACM Gospel Choir (Gospel)</li> <li>• Shackles by Mary Mary (Gospel)</li> <li>• Amazing Grace by Elvis Presley (Gospel)</li> <li>• Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical)</li> <li>• He Still Loves Me by Walter Williams and Beyoncé (Gospel)</li> </ul>
<b>Summer 1: Blackbird</b>	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	The Beatles and the development of pop music The Civil Rights Movement. <b>The Beatles songs:</b> <ul style="list-style-type: none"> <li>• Blackbird by The Beatles</li> <li>• Yellow Submarine by The Beatles</li> <li>• Hey Jude by The Beatles</li> <li>• Can't Buy Me Love by The Beatles</li> <li>• Yesterday by The Beatles</li> <li>• Let It Be by The Beatles</li> </ul>
<b>Summer 2: Reflect, Rewind and Replay</b>	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <b>Perform/Share</b>	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

## YEAR 5

### Units of Work in Year 5 and their Learning Focus

<b>Units of Work</b>	<b>Ongoing Focus</b> Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence.	<b>Unit-specific Focus</b>
<b>Autumn 1: Livin' On A Prayer</b>	<b>In greater depth and with increasing confidence:</b> <b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• <b>Games</b> - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</li> <li>• <b>Singing</b> - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• <b>Playing</b> - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>• <b>Improvisation</b> - option after Step 3 - explore and create your own responses, melodies and rhythms.</li> <li>• <b>Composition</b> - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <b>Perform/Share</b> - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	<b>Rock anthems:</b> <ul style="list-style-type: none"> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B. Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>
<b>Autumn 2: Classroom Jazz 1</b>	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>• Playing</li> <li>• Improvisation</li> </ul> <b>Perform/Share</b>	Jazz and improvisation.
<b>Spring 1: Make You Feel My Love</b>	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	<b>Pop ballads:</b> <ul style="list-style-type: none"> <li>• Make You Feel My Love by Bob Dylan - Adele version</li> <li>• Make You Feel My Love - Bob Dylan version</li> <li>• So Amazing by Luther Vandross</li> <li>• Hello by Lionel Richie</li> <li>• The Way You Look Tonight by Jerome Kern</li> <li>• Love Me Tender by Elvis Presley</li> </ul>



Spring 2: Fresh Prince of Bel-Air	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	<b>Old School Hip Hop:</b> <ul style="list-style-type: none"> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Me, Myself And I by De La Soul</li> <li>• Ready Or Not by The Fugees</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul>
Summer 1: Dancing In The Street	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <b>Perform/Share</b>	<b>Motown:</b> <ul style="list-style-type: none"> <li>• Dancing In The Street by Martha And The Vandellas</li> <li>• I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>• I Heard It Through The Grapevine by Marvin Gaye</li> <li>• Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell</li> <li>• You Are The Sunshine Of My Life by Stevie Wonder</li> <li>• The Tracks Of My Tears by Smokey Robinson And The Miracles</li> </ul>
Summer 2: Reflect, Rewind and Replay	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <b>Perform/Share</b>	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

## YEAR 6

### Units of Work in Year 6 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence	Unit-specific Focus
Autumn 1: Happy	<b>In greater depth and with confidence:</b> <b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music. <b>Musical Activities</b> - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• <b>Games</b> - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</li> <li>• <b>Singing</b> - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• <b>Playing</b> - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>• <b>Improvisation</b> - option after Step 3 - create your own responses, melodies and rhythms.</li> <li>• <b>Composition</b> - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	Music that makes you happy! <ul style="list-style-type: none"> <li>• Happy by Pharrell Williams</li> <li>• Top Of The World by The Carpenters</li> <li>• Don't Worry, Be Happy by Bobby McFerrin</li> <li>• Walking On Sunshine by Katrina And The Waves</li> <li>• When You're Smiling by Frank Sinatra</li> <li>• Love Will Save The Day by Brendan Reilly</li> </ul>
Autumn 2: Classroom Jazz 2	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <b>Perform/Share</b>	Jazz and improvisation.
Spring 1: A New Year Carol	<b>Listen &amp; Appraise</b> (descriptions for all strands as above) <b>Musical Activities:</b> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> </ul> <b>Perform/Share</b>	Benjamin Britten's music.

Spring 2: Music And Identity	Coming soon...	
Summer 1: You've Got A Friend	<p><b>Listen &amp; Appraise (descriptions for all strands as above).</b></p> <p><b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p><b>Perform/Share</b></p>	<p>Carole King's music - her life as a composer. Friendship:</p> <ul style="list-style-type: none"> <li>• You've Got A Friend by Carole King</li> <li>• The Loco-Motion sung by Little Eva, written by Carole King</li> <li>• One Fine Day sung by The Chiffons, written by Carole King</li> <li>• Up On The Roof sung by The Drifters, written by Carole King</li> <li>• Will You Still Love Me Tomorrow by Carole King</li> <li>• (You Make Me Feel Like) A Natural Woman by Carole King</li> </ul>
Summer 2: Reflect, Rewind and Replay	<p><b>Listen &amp; Appraise (descriptions as above).</b></p> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <p><b>Perform/Share</b></p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>