

Finlay Community School

Music

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Music Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality Music teaching 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."

We feel our music curriculum links with our 'SMILE' values, as music is known to help improve our mental health and wellbeing and allows children to aspire to being a musician, composer or performer. Our music curriculum focuses on a range of musical genres from traditional folk songs to modern day rap music as well as covering the interrelated dimensions of music.

Whole School Curriculum Overview: Thematic Overview

Reception

1. Me!
2. My Stories
3. Everyone!
4. Our World
5. Big Bear Funk
6. Reflect, Rewind, Replay

Year 4

1. Mamma Mia
2. Glockenspiel Stage 2
3. Stop!
4. Lean On Me
5. Blackbird
6. Reflect, Rewind, Replay

Year 3

1. Let your Spirit Fly
2. Glockenspiel Stage 1
3. Three Little Birds
4. The Dragon Song
5. Bringing Us Together
6. Reflect, Rewind, Replay

Year 5

1. Livin' On A Prayer
2. Classroom Jazz 1
3. Make You Feel My Love
4. The Fresh Prince Of Bel-Air
5. Dancing In The Street
6. Reflect, Rewind, Replay

Year 1

1. Hey You!
2. Rhythm In The Way We Walk and Banana Rap
3. In The Groove
4. Round And Around
5. Your Imagination
6. Reflect, Rewind, Replay

Year 2

1. Hands, Feet, Heart
2. Ho Ho Ho
3. I Wanna Play In A Band
4. Zootime
5. Friendship Song
6. Reflect, Rewind, Replay

Year 6

1. Happy
2. Classroom Jazz 2
3. A New Year Carol
4. You've Got A Friend In Me
5. Music And Me
6. Reflect, Rewind, Replay

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Musical content	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place

Year 1	Hey you!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind, Replay
<p>Musical content</p>	<ul style="list-style-type: none"> • Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. • As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. 	<ul style="list-style-type: none"> • All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). • Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. 	<ul style="list-style-type: none"> • Uses a song that was specially written for classroom use to teach children about different styles of music. • This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. • Each week you will listen and learn a different style of In The Groove. • Listen to a well-known song in that week's style. 	<ul style="list-style-type: none"> • Uses the song Round And Round, a Bossa Nova Latin style. • The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 	<ul style="list-style-type: none"> • Listen and Appraise the song Your Imagination Learn and build on the interrelated dimensions • Perform and share the song Your Imagination 	<ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Singing • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform the learning that has taken place
Year 2	Hands, Feet and Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind, Replay
<p>Musical content</p>	<ul style="list-style-type: none"> • All the learning is focused around one song: Hands, Feet, Heart. • The material presents an integrated 	<ul style="list-style-type: none"> • All the learning is focused around one song: Ho Ho Ho - a Christmas song. • You will Listen & Appraise 	<ul style="list-style-type: none"> • I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing 	<ul style="list-style-type: none"> • All the learning is focused around one Reggae song: Zootime. The material presents an integrated approach to 	<ul style="list-style-type: none"> • Listen and appraise songs around the theme of friendship • Build on the interrelated 	<ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated

	<p>approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <ul style="list-style-type: none"> As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music 	<p>other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>and playing together in an ensemble.</p> <ul style="list-style-type: none"> As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs. 	<p>music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>dimensions of music</p>	<p>dimensions of music using voices and instruments</p> <ul style="list-style-type: none"> Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind, Replay
Musical content	<ul style="list-style-type: none"> All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing 	<ul style="list-style-type: none"> The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. Can start to use the scores provided in this unit. Having an understanding of the language 	<ul style="list-style-type: none"> All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing 	<ul style="list-style-type: none"> This focuses on a song about kindness, respect, friendship, acceptance and happiness Listen and appraise traditional tunes/folk songs. Using instruments to accompany the vocals 	<ul style="list-style-type: none"> This focuses on a Disco song about friendship, peace, hope and unity. Listen to and appraise disco themed songs Learn and build on the interrelated dimensions of music 	<ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments

	<i>instruments are all linked.</i>	<i>of music is important.</i>	<i>instruments are all linked.</i> <ul style="list-style-type: none"> As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs 			<ul style="list-style-type: none"> Composition Share and perform the learning that has taken place
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind, Replay
Musical Content	<ul style="list-style-type: none"> The learning is focused around timeless pop songs from the 70s group, ABBA As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits. 	<ul style="list-style-type: none"> This learning builds on the learning from Glockenspiel 1. Start to use the scores provided in this unit. Having an understanding of the language of music is important. 	<ul style="list-style-type: none"> This unit builds on previous learning. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing. 	<ul style="list-style-type: none"> All the learning is focused around one gospel/soul song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. 	<ul style="list-style-type: none"> All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. This unit focuses on an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 	<ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 5	Livin' On A Prayer	Classroom Jazz I	Make you Feel My Love	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect, Rewind, Replay

Musical Content	<ul style="list-style-type: none"> All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs. 	<ul style="list-style-type: none"> Song focus; Three Note Bossa and Five Note Swing Listen and appraise Playing instruments Including improvisation 	<ul style="list-style-type: none"> All the learning is focused around one song: Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads. 	<ul style="list-style-type: none"> All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. 	<ul style="list-style-type: none"> All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from 1960s 	<ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind, Replay
Musical Content	<ul style="list-style-type: none"> All the learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams Listen and appraise songs around the 	<ul style="list-style-type: none"> This learning builds on previous learning. All the learning is focused around two tunes and improvising: 	<ul style="list-style-type: none"> All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. 	<ul style="list-style-type: none"> All the learning in this unit is focused around one song: You've Got A Friend by Carole King 	<ul style="list-style-type: none"> This unit focuses on inspirational women working in music Students will explore the concept of 'identity' - the various elements that shape us. 	<ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using

	<p>theme of being happy</p>	<ul style="list-style-type: none">• Bacharach Anorak and Meet The Blues.			<p>In this unit, we start with gender, with reference to social and cultural differences.</p> <ul style="list-style-type: none">• They will try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.	<p>voices and instruments</p> <ul style="list-style-type: none">• Singing• Play instruments within the song• Improvisation using voices and instruments• Composition• Share and perform the learning that has taken place
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Listen and appraise

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge				Know 5 songs off by heart	Know 5 songs off by heart	Know 5 songs from memory and who sang/wrote them	Know 5 songs from memory and who sang/wrote them	Know 5 songs from memory and who sang/wrote them, when they were written and if possible, why?	Know 5 songs from memory and who sang/wrote them, when they were written and if possible, why?
				Know what the songs are about	Know that some songs have a chorus or a response/answer part	Know the style of the 5 songs	Know the style of the 5 songs	Know the style of the 5 songs and to name other songs from the units in those styles	Know the style of the 5 songs and to name other songs from the units in those styles
				Know and recognize the sound and names of some instruments	Know that songs have a musical style	Choose one song and be able to talk about; the lyrics, musical dimensions, identify the main sections of the song, name the instruments they hear in the song	Choose one song and be able to talk about; some of the style indicators, the lyrics, musical dimensions and where they are used (texture, dynamics, tempo, rhythm, pitch), identify the main sections of the song and name some of	Choose two or three other songs and be able to talk about; some of the style indicators, the lyrics, musical dimensions and where they are used (texture, dynamics, tempo, rhythm, pitch), identify the main sections of the song, name	Choose three or four other songs and be able to talk about: the style indicators, the lyrics, musical dimensions (texture, dynamics, tempo, rhythm, pitch and timbre), identify the structure of the songs, name some

							the instruments they heard in the song	some of the instruments they heard in the song and the historical context of the songs - what else was going on at this time?	instruments used, the historical content - what else was going on at this time musically and historically, and know and talk about the fact we each have a musical identify
Skills				Enjoy moving to music by dancing, marching and being animals or popstars	Enjoy moving to music by dancing, marching and being animals or popstars	Confidently identify and move to the pulse	Confidently identify and move to the pulse	Identify and move to the pulse with ease	Identify and move to the pulse with ease
					Learn how songs can tell a story or describe an idea	Think about what the words of a song mean	Talk about the musical dimensions working together in the unit songs	Think about the message of songs	Think about the message of songs
						Take it in turns to discuss how the song makes them feel	Talk about the music and how it makes them feel	Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences	Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences
						Listen carefully and respectfully to other peoples thoughts about the music	Listen carefully and respectfully to other peoples thoughts about the music	Listen carefully and respectfully to other peoples thoughts about the music	Listen carefully and respectfully to other peoples thoughts about the music
							When talking about the	When talking about the	Use musical words when

							<i>music, use musical words</i>	<i>music, use musical words</i>	<i>talking about the songs</i>
								<i>Talk about the musical dimensions working together in the unit songs</i>	<i>Talk about the musical dimensions working together in the unit songs</i>
								<i>Talk about the music and how it makes you feel</i>	<i>Talk about the music and how it makes you feel using musical language to describe the music</i>

Progression of Knowledge, Skills and Understanding in the National

Singing/using your voice

	<i>Pre-school 22-36</i>	<i>Pre-school 30-50</i>	<i>Rec 40- 60</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Knowledge</i>				<i>Confidently sing or rap 5 songs from memory in unison</i>	<i>Confidently know and sing 5 songs from memory</i>	<i>Know that singing in a group can be called a choir</i>	<i>Know that singing in a group can be called a choir</i>	<i>Know and confidently sing 5 songs and their parts from memory and to sing them with a strong internal pulse</i>	<i>Know and confidently sing 5 songs and their parts from memory and to sing them with a strong internal pulse</i>
					<i>Know that unison is everyone singing at the same time</i>	<i>Know that the leader/conductor is a person who the choir/group follow</i>	<i>Know that the leader/conductor is a person who the choir/group follow</i>	<i>Choose a song and be able to talk about; its main features, singing in unison, solo, lead vocal, backing vocals or rapping, know what the song is about and the meaning of the lyrics, know and explain the importance of warming up your voice</i>	<i>Know about the style of songs so you can represent the feeling and context to your audience</i>

					Know that songs include other ways of using the voice e.g. rapping (spoken word)	Know that songs can make you feel different things; happy, sad, energetic	Know that songs can make you feel different things; happy, sad, energetic		Choose a song and be able to talk about; its main features, singing in unison, solo, lead vocal, backing vocals or rapping, know what the song is about and the meaning of lyrics, know and explain the importance of warming up your voice
					Know that we need to warm up our voices	Singing as part of an ensemble/large group is fun, but that you must listen to each other	Singing as part of an ensemble/large group is fun, but that you must listen to each other		
						Know why you must warm up your voice	Know that a solo singers makes a thinner texture than a large group		
							Know why you must warm up your voice		
Skills				Learn about pitch (high and low)	Learn about voices singing notes	Sing in unison and in simple two-parts	Sing in unison and in simple two-parts	Sing in unison and to sing backing vocals	Sing in unison and to sing

					of different pitches (high and low)				backing vocals
				Learn that you can make different types of sounds with their voices and you can rap/say words in rhythm	Learn that you can make different types of sounds with their voices and you can rap/say words in rhythm	Demonstrate a good singing posture	Demonstrate a good singing posture	Enjoy exploring singing solo	Demonstrate a good singing posture
				Learn to start and stop singing when following a leader	Learn to find a comfortable singing position	Learn to follow a leader when singing	Learn to follow a leader when singing	Listen to the group when singing	Follow a leader when singing
					Learn to start and stop singing when following a leader	Enjoy exploring singing solo	Enjoy exploring singing solo	Demonstrate a good singing posture	Experience rapping and solo singing
						Sing with an awareness of being in tune	Sing with an awareness of being in tune	Follow a leader with singing	Listen to each other and be aware of how you fit into the group
						Have an awareness of the pulse internally when singing	Rejoin the song if lost	Experience rapping and solo singing	Sing with an awareness of being in tune

							<i>Listen to the group when singing</i>	<i>Listen to each other and be aware of how you fit into the group</i>	
								<i>Sing with an awareness of being in tune</i>	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Playing instruments

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge				Learn the names of the notes they are playing in their instrumental from memory or when written down	Learn the names of the notes they are playing in their instrumental from memory or when written down	Know and be able to talk about the instruments used in class (e.g. glockenspiel/recorder)	Know and be able to talk about the instruments used in class (e.g. glockenspiel/recorder/xylophone)	Know and be able to talk about the different ways of writing music down - e.g. staff notation, symbols	Know and be able to talk about the different ways of writing music down - e.g. staff notation, symbols
				Learn the names of the instruments they play	Know the names of untuned percussion instruments played in class		Know and be able to talk about other instruments they might play or be played in a band or orchestra by their friends	Know and be able to talk about the notes C D E F G A B + C on the treble stave	Know and be able to talk about the notes C D E F G A B + C on the treble stave
								Know and be able to talk about other instruments they might play or be played in a band or orchestra by their friends	Know and be able to talk about instruments they might play or be played in a band or orchestra or

									by their friends
Skills				Treat instruments with care and respect	Treat instruments with care and respect	Treat instruments with care and respect	Treat instruments with care and respect	Play a musical instrument with the correct technique within the context of the unit song	Play a musical instrument with the correct technique within the context of the unit song
				Play a tuned instrumental part with the song they perform	Learn to play an instrumental part that matches their musical challenge (a one note part, a simple part, medium part)	Play any one, four or all of four differentiated arts on a tuned instrument - a one note, simple or medium part of the melody of the song from memory or using notation	Play any one, four or all of four differentiated arts on a tuned instrument - a one note, simple or medium part of the melody of the song from memory or using notation	Select and learn and instrument part that matches their musical challenge using one of the differentiated parts - a one note, simple or medium part or the melody of the song from memory or using notation	Select and learn and instrument part that matches their musical challenge using one of the differentiated parts - a one note, simple or medium part or the melody of the song from memory or using notation
				Learn to play an instrumental part that matches their musical challenge (a one note part, a simple part, medium part)	Play the part in time with the steady pulse	Rehearse and perform their part within the context of the unit song	Rehearse and perform their part within the context of the unit song	Rehearse and perform their part within the context of the unit song	Rehearse and perform their part within the context of the unit song
				Listen to and follow	Listen to and follow	Listen to and follow	Listen to and follow	Listen to and follow musical	Listen to and follow

				<i>musical instructions from a leader</i>	<i>instructions from a leader</i>	<i>musical instructions from a leader</i>			
							<i>Experience leading the playing by making sure everyone plays in the playing section of the song</i>	<i>To lead a rehearsal session</i>	<i>To lead a rehearsal session</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Improvisation

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge				Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot	Know that improvisation is making up our own tunes on the spot
				Know that improvisation, is something never been hear before, that it is not written down and belongs to them	Know that improvisation, is something never been hear before, that it is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
				Know that everyone can improvise!	Everyone can improvise and you can use one or two notes	Know that using one or two notes confidently is better than using five	Know that using one or two notes confidently is better than using five	Know that using one or two notes confidently is better than using five	Know that using one or two notes confidently is better than using five
						Know that if you improvise using the	Know that if you improvise using the notes you are	Know that if you improvise using the notes you are given	Know that if you improvise using the notes you are

						notes you are given you cannot make a mistake	given you cannot make a mistake	you cannot make a mistake	given you cannot make a mistake
							Know that you can use some of the riffs you have heard in the challenges in your improvisations	Know that you can use some of the riffs you have heard in the challenges in your improvisations	Know that you can use some of the riffs and licks you have heard in the challenges in your improvisations
								Know three well-known improvising composers	Know three well-known improvising composers
Skills				Listen and clap back a rhythm	Listen and clap back	Improvise using instruments in the context of the song they are learning to perform	Improvise using instruments in the context of the song they are learning to perform	Improvise using instruments in the context of a song to be performed	Improvise using instruments in the context of a song to be performed
				Listen and clap own rhythm	Listen and clap own answer	Bronze Challenge (see Knowledge and Skills Y3)	Bronze Challenge (see Knowledge and Skills Y4)	Bronze Challenge (see Knowledge and Skills Y5)	Bronze Challenge (see Knowledge and Skills Y6)
				Using voices and instruments, listen and sing back	Using voices and instruments, listen and sing back	Silver challenge (see Knowledge and Skills Y3)	Silver challenge (see Knowledge and Skills Y4)	Silver challenge (see Knowledge and Skills Y5)	Silver challenge (see Knowledge and Skills Y6)

				Using voices and instruments, listen and play your own answer using one or two notes	Using voices and instruments, listen and play your own answer using one or two notes	Gold challenge (see Knowledge and Skills Y3)	Gold challenge (see Knowledge and Skills Y4)	Gold challenge (see Knowledge and Skills Y5)	Gold challenge (see Knowledge and Skills Y6)
				Improvise using one or two notes	Improvise using one or two notes			Improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A + B (pentatonic scales/a five note pattern)	Improvise with a feeling for the style of Bossa Nova and Swing using the notes D E G A + B (pentatonic scales/a five note pattern)

Progression of Knowledge, Skills and Understanding in the National Curriculum

Composition

	Pre-school 22-36	Pre-school 30-50	Rec 40-60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Knowledge</i>				<i>Composing is like writing a story</i>	<i>Composing is like writing a story with music</i>	<i>Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends</i>	<i>Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends</i>	<i>Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends</i>	<i>Composition is music that is created by you and kept in some way. It's like writing a story. It can be performed again to your friends</i>
				<i>Everyone can compose</i>	<i>Everyone can compose</i>	<i>There are different ways of recording a composition (letter names, symbols, audio etc)</i>	<i>There are different ways of recording a composition (letter names, symbols, audio etc)</i>	<i>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</i>	<i>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</i>
								<i>For notation: recognize the connection between sound and symbol</i>	<i>For notation: recognize the connection between sound and symbol</i>
<i>Skills</i>				<i>Help to create a simple</i>	<i>Help create three simple melodies</i>	<i>Help create at least one simple melody using</i>	<i>Help create at least one simple melody using</i>	<i>Create simple melodies using up to five</i>	<i>Create simple melodies using up to five</i>

				<i>melody using one, two or three notes</i>	<i>with the units using one, three or five different notes</i>	<i>one, three or five different notes</i>	<i>one, three or five different notes</i>	<i>different notes and simple rhythms that work musically with the style of the unit song</i>	<i>different notes and simple rhythms that work musically with the style of the unit song</i>
				<i>Learn how notes can be written down and changed if necessary</i>	<i>Learn how notes can be written down and changed if necessary</i>	<i>Plan and create a section of music that can be performed within the context of the unit song</i>	<i>Plan and create a section of music that can be performed within the context of the unit song</i>	<i>Explain the keynote or home note and the structure of the melody</i>	<i>Explain the keynote or home note and the structure of the melody</i>
						<i>Talk about how it was created</i>	<i>Talk about how it was created</i>	<i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</i>	<i>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</i>
						<i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</i>	<i>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</i>	<i>Record the composition in an way appropriate that recognizes the connection between sound and symbol (e.g. graphic/pictorial notation)</i>	<i>Record the composition in an way appropriate that recognizes the connection between sound and symbol (e.g. graphic/pictorial notation)</i>
						<i>Record the composition in an way appropriate that recognizes the connection between sound</i>	<i>Record the composition in an way appropriate that recognizes the connection between sound</i>		

						<i>and symbol (e.g. graphic/pictorial notation)</i>	<i>and symbol (e.g. graphic/pictorial notation)</i>		
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Performance

	Pre-school 22-36	Pre-school 30-50	Rec 40- 60	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Knowledge</i>				<i>A performance is sharing music with other people, called an audience</i>	<i>A performance is sharing music with other people, called an audience</i>	<i>Performing is sharing music with other people, an audience</i>	<i>Performing is sharing music with other people, an audience</i>	<i>Performing is sharing music with other people, an audience</i>	<i>Performing is sharing music with an audience with belief</i>
					<i>A performance can be for a special occasion and involve a class, a year group or a whole school</i>	<i>A performance doesn't have to be a drama! It can be to one person or to each other</i>	<i>A performance doesn't have to be a drama! It can be to one person or to each other</i>	<i>A performance doesn't have to be a drama! It can be to one person or to each other</i>	<i>A performance doesn't have to be a drama! It can be to one person or to each other</i>
					<i>An audience can include your parents and friends</i>	<i>You need to know and have planned everything that will be performed</i>	<i>You need to know and have planned everything that will be performed</i>	<i>Everything that will be performed must be planned and learned</i>	<i>Everything that will be performed must be planned and learned</i>
						<i>You must sing or rap words clearly and play with confidence</i>	<i>You must sing or rap words clearly and play with confidence</i>	<i>You must sing or rap words clearly and play with confidence</i>	<i>You must sing or rap words clearly and play with confidence</i>
						<i>A performance can be a</i>			

						<i>special occasion and involve an audience including people you don't know</i>	<i>special occasion and involve an audience including people you don't know</i>	<i>special occasion and involve an audience including people you don't know</i>	<i>special occasion and involve an audience including people you don't know</i>
						<i>It is planned and different for each occasion</i>	<i>It is planned and different for each occasion</i>	<i>It is planned and different for each occasion</i>	<i>It is planned and different for each occasion</i>
						<i>A performance involves communicating feelings, thoughts and ideas about the song/music</i>	<i>A performance involves communicating feelings, thoughts and ideas about the song/music</i>	<i>A performance involves communicating feelings, thoughts and ideas about the song/music</i>	<i>A performance involves communicating ideas, feelings, thoughts and ideas about the song/music</i>
Skills				<i>Choose a song and perform it</i>	<i>Choose a song from the scheme and perform it</i>	<i>Choose what to perform and create a programme</i>	<i>Choose what to perform and create a programme</i>	<i>Choose what to perform and create a programme</i>	<i>Choose what to perform and create a programme</i>
				<i>Add own ideas to the performance</i>	<i>Add own ideas to the performance</i>	<i>Communicate the meaning of the words and clearly articulate them</i>	<i>Present a musical performance designed to capture the audience</i>	<i>Communicate the meaning of the words and clearly articulate them</i>	<i>Communicate the meaning of the words and clearly articulate them</i>
				<i>Record the performance and say how they were feelings about it</i>	<i>Record the performance and say how they were feelings about it</i>	<i>Talk about the best place to be when performing and how to stand or sit</i>	<i>Communicate the meaning of the words and clearly articulate them</i>	<i>Talk about the venue and how to use it to best effect</i>	<i>Talk about the venue and how to use it to best effect</i>
					<i>Record the performance and say how they were feeling, what</i>	<i>Talk about the best place to be when performing</i>	<i>Record the performance and compare it to a</i>	<i>Record the performance and compare it to a previous performance</i>	

						<i>they were pleased with, what they would change and why</i>	<i>and how to stand or sit</i>	<i>previous performance</i>	
							<i>Record the performance and say how they were feeling, what they were pleased with, what they would change and why</i>	<i>Discuss and talk musically about the performance - "What went well?" and "It would have been better if..."</i>	<i>Discuss and talk musically about the performance - "What went well?" and "It would have been better if..."</i>

Knowledge Organisers

Although we are not currently implementing knowledge organisers for Music to the children, these are available as an appendix in the Music subject leadership file. These can be displayed in the classroom and the vocabulary discussed in these is used within Music lessons. These will be implemented over the next Academic year.

Characteristics of Effective Music Teaching

What would I see in a unit of Music? What would I see in a Lesson?

<i>Recap at the beginning of the term to teach children how this unit links to their previous learning.</i>	<i>Elements of listen and appraise, sing, play, improvise, compose, perform in each lesson</i>	<i>Asking and answering musical questions</i>
<i>Use musical terminology/interrelated dimensions of music</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Development of knowledge, skills and understanding in line with the National Curriculum.</i>
	<i>Use the Charanga Music scheme</i>	