

INTENT/WHY?

At St Mary's Primary School, we aim to stimulate pupils' curiosity, interest, and enjoyment of music. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We want music lessons to be fun and inspiring and for pupils to be reflective and expressive, developing their own appreciation of different musical genres. Music is planned in-line with the statements laid out in the National Curriculum using the Charanga music scheme. Through our music lessons, pupils develop their singing voices, they use body percussion and whole-body actions, they learn to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, pupils have opportunities to explore sounds, listen actively, compose and perform. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.

Core Skills Across the Curriculum:

- Listen/Appraise
- Music knowledge
- Singing/Playing
- Compose/ Perform

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Reception	Listen attentively, move to and talk about music, expressing their feelings and responses.	To know musical vocabulary such as: pulse, rhythm, instrument, beat, fast, slow, bang, crash. To know the names of some musical instruments: e.g. cymbals, guitar, piano, claves.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and songs.	Explore and engage in music making performing solo or in groups. To sing along with a pre-recorded song and add actions. To sing along with the backing track. Perform songs with others in front of an audience. Record music making and watch it back.

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year One	<p>To express their feelings about the music they hear.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To learn how they can enjoy moving to music, e.g. dancing, marching.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To know the names of the instruments: bass guitar, decks, keyboard, percussion, trumpets, saxophones.</p>	<p>Copy back short rhythmic phrases based on words, with one and two syllables</p> <p>To confidently sing songs from memory and sing them in unison</p> <p>Learn about voices, singing notes of different pitches (high and low)</p> <p>Learn that they can make different types of sounds with their voices</p> <p>Learn to start and stop singing when following a leader.</p> <p>Treat instruments carefully and with respect.</p> <p>Play a glockenspiel part with the song they perform.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Listen and clap back, then listen and clap their own answer (rhythms of words)</p> <p>Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes</p> <p>Help to create a simple melody using one or two notes</p> <p>Perform a Charanga tune</p> <p>Record the performance and say how they were feeling about it</p>
Year Two	<p>Consolidation of previous skills with new tunes, plus:</p> <p>To know some songs have a chorus or a response/answer part</p> <p>To know that songs have a musical style</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Consolidation of previous knowledge, plus:</p> <p>To know rhythms are different from the steady pulse</p> <p>To know to add high and low sounds, pitch, when they sing and play instruments</p>	<p>Consolidation of previous skills, plus:</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word)</p> <p>To know why we need to warm up our voices.</p>	<p>Consolidation of previous skills, plus:</p> <p>Help create three simple melodies with the Charanga Units using one or three different notes</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p> <p>Choose a song they have learnt from the Charanga and perform it</p>

			<p>Learn to find a comfortable singing position</p> <p>Learn the names of the notes in their instrumental part from memory or when written down</p> <p>Know the names of un-tuned percussion instruments played in class.</p> <p>Learn to play a glockenspiel part in time with the steady pulse</p>	<p>Add their ideas to the performance</p> <p>Record the performance and say how they were feeling about it</p>
	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year Three	<p>Consolidation of previous skills with new tunes, plus:</p> <p>To be able to talk about a song's lyrics: what the song is about any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p>To think about what the words of a song mean</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	<p>Consolidation of previous knowledge, plus:</p> <p>Know how to find and demonstrate the pulse</p> <p>Know how pulse, rhythm and pitch work together to create a song</p> <p>Know the difference between a musical question and an answer</p> <p>Know singing in a group can be called a choir</p> <p>Know the about a leader or conductor: A person who the choir or group follow</p> <p>To know the names of musical instruments and the musical instrument families they belong to; woodwind, brass, percussion, strings, keyboard</p>	<p>Consolidation of previous skills, plus:</p> <p>To sing in unison and in simple two-parts</p> <p>To demonstrate a good singing posture</p> <p>To follow a leader when singing</p> <p>To enjoy exploring singing solo</p> <p>To sing with awareness of being 'in tune'</p> <p>To have an awareness of the pulse internally when singing</p> <p>Play any one, or all of four, differentiated parts on a glockenspiel –a one-note, simple or medium part or the melody of the song) from memory or using notation</p>	<p>Consolidation of previous skills, plus:</p> <p>Plan and create a section of music that can be performed within the context of a Charanga unit song</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To record the performance and say how they were feeling,</p>

			To rehearse and perform their part within the context of the Charanga Unit song	what they were pleased with what they would change and why.
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Year Four	<p>Consolidation of previous skills with new tunes, plus:</p> <p>To talk about the musical dimensions working together in the Charanga unit songs e.g if the song gets louder in the chorus (dynamics)</p> <p>Use musical words in their response.</p>	<p>Consolidation of previous knowledge, plus:</p> <p>Know about texture: e.g. How a solo singer makes a thinner texture than a large group</p> <p>Know how to keep the internal pulse</p> <p>Know about Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>Know about crochets, quavers, semibreves and minims</p>	<p>Consolidation of previous skills, plus:</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing</p>	<p>Consolidation of previous skills with new songs</p>
	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year Five	<p>Consolidation of previous skills with new tunes, plus:</p> <p>To choose two or three songs and be able to talk about: – Some of the style indicators of the songs (musical characteristics that give the songs their style) – The lyrics: what the songs are about – Identify the main sections of the songs (intro, verse, chorus etc.) – The historical context of the songs. – What else was going on at this time?</p>	<p>Consolidation of previous knowledge, plus:</p> <p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>Know different ways of writing music down, e.g. staff notation, symbols</p> <p>Know the notes C, D, E, F, G, A, B + C on the treble stave</p>	<p>Consolidation of previous skills, plus:</p> <p>Copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <p>Copy back one-note riffs using simple and syncopated rhythm patterns</p> <p>To listen to and follow musical instructions from a leader</p>	<p>Consolidation of previous skills, plus:</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Charanga unit song</p> <p>Explain the keynote or home note and the structure of the melody</p> <p>Listen to and reflect upon the developing composition and</p>

	<p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p>			<p>make musical decisions about how the melody connects with the song</p> <p>To record the performance and compare it to a previous performance</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year Six	<p>Consolidation of previous skills with new tunes, plus;</p> <p>To consider the historical context of the songs. What else was going on at this time, musically and historically?</p> <p>Know and talk about that fact that we each have a musical identity</p>	<p>Consolidation of previous knowledge plus;</p> <p>Read notes C, D, E, F, G, A, B + C on the treble stave and play these notes on an instrument</p>	Consolidation of previous skills	Consolidation of previous skills with new songs