



Music Subject Leaders' Sequence and Progression Document

INTRODUCTION

The purpose of this document is to outline the approach and method that has been adopted to implement the Music curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the Music curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

AIMS

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

LIFESKILLS WE DEVELOP

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

END POINTS IN THE CURRICULUM (Generic)

We want children to experience each strand of musical learning which correspond with the national curriculum for music. These strands include Listening and Appraising; Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition and Performing. Rather than experience one objective with one solitary outcome each time, the interrelated dimensions of music will weave through the musical activities which may include listening, appraising, performing and composing. Any children with identified SEND and disadvantaged pupils have the same opportunities as their peers. Support is available for children who want to learn a musical instrument but may face difficulties by contacting the office in the first instance. Our school offers a

demanding and varied music curriculum. Children from many different starting points are provided with a huge range of opportunities for them to reach their potential and consistently achieve highly.

INTENT

At St Andrew's we aim to engage, motivate 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.

Music is a universal language that embodies one of the highest forms of creativity. 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. (The National Curriculum)

Music teaching at St Andrew's aims to follow the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills. Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at St Andrew's aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. Music can be a highly academic and demanding subject but we also aim to make it a creative and enjoyable activity. Music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

CULTURAL CAPITAL

Children will learn about key figures from Music history such as Chopin, Debussy or Paul McCartney. They may also experience meeting musicians through support with MAPAS. They attend concert performances both in and out of school. They can play a variety of musical instruments from all over the world. Some children play in a band or as part of an ensemble. Children sing in a choir and perform at large venues as well as local performances in churches and community centres.

IMPLEMENTATION

We recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards, it enables pupils to reinforce musical understanding in order to improve the quality of their musicianship.

Our Music Curriculum Plan allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. Achieving mastery in Music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. Our Curriculum Plan ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group.

Music is a foundation subject in the National Curriculum and the Music curriculum at St Andrew's is in line with the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Foundation stage curriculum. Music teaching will deliver the requirements of the National Curriculum through our music specialist who plans lessons based on our Music Curriculum Plan and the Charanga scheme of work, ensuring consistency and progression throughout the school.

We recognise that music is a specialist subject and not all teachers are musical specialists and as such we use Out of The Ark and Charanga to accommodate for this. Music is mainly taught by our HLTA who has a strong musical background and is an accomplished musician. The Charanga package enables clear coverage of the music curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. All teachers have received Charanga music CPD and all teaching staff are Charanga trained. Furthermore, the music co-ordinator and HLTA have received additional music training.

At St Andrew's our music specialist uses the Charanga scheme of work as a supplement to their music lessons rather than following it as a prescribed model. Our music specialist tailors the units and uses the 'freestyle' element of the

package to provide thematic, cross curricular lessons that also follow children's interests. Music lessons are broken down into half-termly units and flexibility is provided to enable teachers to link with other subjects and follow pupil's current interests.

IMPACT

All children regardless of any disadvantages or additional needs are offered the opportunity to study a musical instrument with peripatetic teachers in KS2. These lessons are organised using MAPAS. Parents who want their children to participate pay for music lessons on a termly basis for the whole academic year. Children are given numerous opportunities to perform throughout the academic year and build on their skills as performers. Children are encouraged to develop commitment to a tuned instrument and carry it with them as a desirable skill into the next stage of their education.

Music Long Term Plan (Expressive Arts in EY)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N 3-4	Me	Me	Everyone!	Everyone!	Big Bear Funk	Big Bear Funk
Rec	My Stories	My Stories	Our World	Our World	Reflect, Rewind and Replay	Reflect, Rewind and Replay
Y1		Rhythm in the way we walk and Banana Rap <i>Charanga's Original Scheme</i>		Round and Round <i>Charanga's Original Scheme</i>		Your Imagination <i>Charanga's Original Scheme</i>
Y2	Hands, Feet, Heart <i>Charanga's Original Scheme</i>		I Wanna Play In A Band <i>Charanga's Original Scheme</i>		Friendship Song <i>Charanga's Original Scheme</i>	
Y3	Let Your Spirit Fly <i>Charanga's Original Scheme</i>		Glockenspiel <i>Charanga's Original Scheme</i>		Three Little Birds <i>Charanga's Original Scheme</i>	
Y4	Whole class learn to play percussion. MAPAS Djembe	Whole class learn to play percussion. MAPAS Djembe	Whole class learn to play percussion. MAPAS Samba	Whole class learn to play percussion. MAPAS Samba	Whole class learn to play percussion. MAPAS Tuned	Whole class learn to play percussion. MAPAS Tuned
Y5	Livin' On A Prayer <i>Charanga's Original Scheme</i>		Make You Feel My Love <i>Charanga's Original Scheme</i>			Dancing In The Street <i>Charanga's Original Scheme</i>
Y6	Happy <i>Charanga's Original Scheme</i>	Classroom Jazz 2 <i>Charanga's Original Scheme</i>		You've Got A Friend <i>Charanga's Original Scheme</i>		
In addition to the above, both KS1 and KS2 have weekly singing assemblies where both traditional and more modern songs are practised.						

National Curriculum Content – Music updated to new EY framework

KS1	Coverage			
3-4	EY Content	Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know Play instruments with increasing control and express their feelings and ideas		
Rec		Sing in a group or on their own, increasingly matching the pitch and following the melody Listen attentively, move to and talk about music, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups		
		Autumn	Spring	Summer
KS1	NC Skills	perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		
Y1	NC Content	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music
Y2		use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music	use their voices expressively and creatively by singing songs and speaking chants and rhymes 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.	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music

National Curriculum Content - Music

KS2	Coverage	Autumn	Spring	Summer
	NC Skills	perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		
Y3	NC Content	listen with attention to detail and recall sounds with increasing aural memory	listen with attention to detail and recall sounds with increasing aural memory	listen with attention to detail and recall sounds with increasing aural memory

		appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	use and understand staff and other musical notations	
Y4	NC Content	listen with attention to detail and recall sounds with increasing aural memory improvise and compose music for a range of purposes using the inter-related dimensions of music	listen with attention to detail and recall sounds with increasing aural memory	listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Y5	NC Content	listen with attention to detail and recall sounds with increasing aural memory improvise and compose music for a range of purposes using the inter-related dimensions of music	listen with attention to detail and recall sounds with increasing aural memory	listen with attention to detail and recall sounds with increasing aural memory
Y6		listen with attention to detail and recall sounds with increasing aural memory improvise and compose music for a range of purposes using the inter-related dimensions of music	listen with attention to detail and recall sounds with increasing aural memory Garage band - ICT links	listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression develop an understanding of the history of music.

Skills					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MUSIC					
Use of voice expressively and creatively					
*Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. *Sing with expression, confidence and creativity	*Sing with a sense of the shape of a melody. Improvise in making sounds with the voice. *Perform songs using creativity and expression and create dramatic effect.	*Sing in tune. *Perform simple melodic and rhythmic parts. Improvise repeated patterns. *Begin to understand the importance of pronouncing the words in a song well. *Start to show control in voice. *Perform with confidence.	*Sing in tune with awareness of others. *Perform simple melodic and rhythmic parts with awareness of others. *Improvise repeated patterns growing in sophistication. Maintain a simple part within a group. *Understand the importance of pronouncing the words in a song well. *Show control in voice.	*Create songs with an understanding of the relationship between lyrics and melody. *Maintain parts with awareness of how the different parts fit together and the need to achieve an overall effect. *Breathe well and pronounce words, change pitch and show control in singing. *Perform songs with an awareness of the meaning of the	*Perform significant parts from memory and from notations with awareness of contribution. *Sing or play from memory with confidence, expressively and in tune. *Perform alone and in a group, displaying a variety of techniques. *Take turns to lead a group. *Sing a harmony part confidently and accurately.

				words. Hold a part in a round. *Perform songs in a way that reflects there meaning and the occasion.	
Play tuned and untuned instruments					
*Play instruments to a steady beat. *Understand how to hold and play an instrument with care. *Explore the different sounds instruments make. *Choose an instrument to create a specific sound.	*Play instruments showing an awareness of others. *Repeat and investigate simple beats and rhythms. *Understand how to play an instrument with care and attention.	*Perform simple patterns and accompaniments keeping to a steady pulse. *Recognise and explore how sounds can be organised. *Understand how to control playing a musical instrument so that they sound as they should.	*Play notes on instruments with care so they sound clear. *Perform with control and awareness of what others in the group are singing or playing.	*Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	*Compose music that combines several layers of sound. *Create accompaniments for tunes. *Use a variety of different musical devices including melody, rhythms, and chords.
Listen with concentration and understanding					
*Express feelings in music by responding to different moods in a musical score. *Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement.	*Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) *Reflect on music and say how it makes people feel, act and move. *Respond to different composers and discuss different genres of music	*Notice how music can be used to create different moods and effects and to communicate ideas. *Listen and understand how to improve own composition. *Sort composers in to different genres and instruments in to different types.	*To notice and explore the way sounds can be combined and used expressively. *Listen to different types of composers and musicians.	*To notice, analyse and explore the way sounds can be combined and used expressively. *To comment on musicians use of technique to create effect.	*Notice and explore the relationship between sounds. *Notice and explore how music reflects different intentions.
Use musical notation					
			*Learn to read music during lessons. *Use Staff and musical notation when composing work. *Know how many beats in a minim, crotchet and semibreve and recognise their symbols. *Know the symbol for a rest in music, and use silence for effect in my music	*Know and use standard musical notation of crotchet, minim and semibreve. *Read the musical stave and can work out the notes, EGBDF and FACE. *Draw a treble clef at the correct position on the stave.	*Use of a variety of notation when performing and composing. *Quickly read notes and know how many beats they represent. *Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.