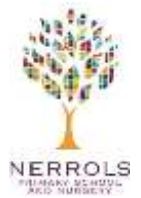


Music



Music



Intent

Throughout their time at Nerrols Primary School and Nursery, we want our children to be exposed to a wide range of music genres and to appreciate music in various forms. We want our children to learn about musicians, composers and performers throughout time and to begin to understand how music changes over different time periods and with different influences.

We want the children at Nerrols to have a range of opportunities to play instruments, to sing and to develop the skills to perform for others. We aim for our children to develop the ability to express themselves through music and to learn to compose simple pieces. We want our children to have the opportunity to learn a musical instrument, to make music with others, and to develop the skills and ability to progress to the next stage of their musical education. We hope that our children develop their own musical identities and begin a lifelong passion for music.

Implementation

At Nerrols Primary School, music makes an important contribution to the curriculum and is celebrated and promoted both within curriculum sessions and beyond.

Curriculum sessions are supported by the Charanga Music School scheme, where children listen and appraise, create and explore musical activities, and sing and perform.

Weekly music sessions provide all pupils with opportunities to increase their knowledge and understanding and develop their skills, confidence and expression in music. This is done through singing; playing simple melodic instruments, tuned and un-tuned percussion; exploration of sounds; active listening; composing and performing both individually and with others. As the children progress through each key stage there are frequent opportunities to create original, imaginative, fluent and distinctive compositions and performance works.

Every child has regular opportunities to perform and to enjoy their fellow pupils performing. In doing so, children develop their stagecraft as they build their confidence, collaborate and consider the nature of the performing space and their audience.

Within the Early Years, practitioners support and nurture children's musical development by offering broad musical experiences which interweave through all areas of learning. Children explore, experience and experiment with a range of music based learning opportunities enabling children to express their feelings and emotions through songs, music and dance. The provision both indoors and outdoors enables children to foster their creative and imaginative selves promoting a communication rich environment and a love of learning. Within Key Stage One, children continue to develop their love of music, building a strong internalised sense of pulse, rhythm and pitch through singing, listening, moving,

composing and performing. In Key Stage Two, children further develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills focusing on singing, listening, improvising, composing and performing. Notation is introduced, using graphic score initially and then staff notation.

An awareness and appreciation of different musical traditions and genres is woven into each area of learning in all key stages enabling children to obtain a deeper understanding of how music is constructed, the context of styles and genres from different times, and the impact it can have on the listener.

Scope and Sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
1	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	Old school hip hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	Afropop, South African	Rapping and Improvising	Rock	Reggae	Pop	Classical
3	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	RnB		Reggae	Pop narrative	Disco	Classical
4	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
	Pop	Mixed	Grime	Gospel	Pop	Classical
5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
	Rock	Bossa Nova and swing	Pop Ballads	Old School Hip Hop	Motown	Classical
6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind and Replay
	Pop/Neo Soul	Bacharach and Blues	Classical and Urban Gospel	70s Ballard / Pop		Classical

Musical Progression

Listen and appraise		
	Knowledge	Skills
R	<ul style="list-style-type: none"> To know nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars
1	<ul style="list-style-type: none"> To know five songs off by heart. To know what the songs are about To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
2	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.
3	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.
4	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). Its lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words
5	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two 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 people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel.
6	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two 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 people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.

Musical Activities

R	<ul style="list-style-type: none"> ▪ To know that we can move with the pulse of the music. ▪ To know that the words of songs can tell stories and paint pictures. 	Embed pulse, rhythm and pitch by: <ul style="list-style-type: none"> - Finding the pulse by copying and finding different ways to keep the pulse. - Copying basic rhythm patterns of single words, building to short phrases from the song/s. - Exploring high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. - Inventing a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. - Extension activity: Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.
1	<ul style="list-style-type: none"> ▪ To know that music has a steady pulse, like a heartbeat. ▪ To know that we can create rhythms from words, our names, favourite food, colours and animals. 	Embed pulse, rhythm and pitch by: <ul style="list-style-type: none"> - Finding the pulse. - Listening to the rhythm and clapping back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. - Creating rhythms for others to copy - Pitch. Listen and sing back. Use voice to copy back using 'la', whilst marching to the steady beat and use different vocal warm-ups.
2	<ul style="list-style-type: none"> ▪ To know that music has a steady pulse, like a heartbeat. ▪ To know that we can create rhythms from words, our names, favourite food, colours and animals. ▪ Rhythms are different from the steady pulse. ▪ We add high and low sounds, pitch, when we sing and play our instruments. 	Embed pulse, rhythm and pitch by: <ul style="list-style-type: none"> - Finding the pulse. - Listening to the rhythm and clapping back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. - Creating rhythms for others to copy. - Pitch. Listen and sing back. Use voice to copy back using 'la', whilst marching to the steady beat and use different vocal warm-ups.
3	<ul style="list-style-type: none"> ▪ Know how to find and demonstrate the pulse. ▪ Know the difference between pulse and rhythm. ▪ Know how pulse, rhythm and pitch work together to create a song. ▪ Know that every piece of music has a pulse/steady beat. ▪ Know the difference between a musical question and an answer. 	<ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ul style="list-style-type: none"> o Bronze: Clap and say back rhythms o Silver: Create simple rhythm patterns o Gold: Lead the class using their simple rhythms 3. Pitch - copy back using two notes <ul style="list-style-type: none"> o Bronze: Copy back – 'Listen and sing back' (no notation) o Silver: Copy back with instruments, without then with notation o Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
4	Know and be able to talk about: <ul style="list-style-type: none"> ▪ How pulse, rhythm and pitch work together ▪ Pulse: Finding the pulse – the heartbeat of the music ▪ Rhythm: the long and short patterns over the pulse ▪ Know the difference between pulse and rhythm ▪ Pitch: High and low sounds that create melodies ▪ How to keep the internal pulse ▪ Musical Leadership: creating musical ideas for the group to copy or respond to 	<ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ul style="list-style-type: none"> o Bronze: Clap and say back rhythms o Silver: Create simple rhythm patterns o Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using Two Notes <ul style="list-style-type: none"> o Bronze: Copy back – 'Listen and sing back' (no notation) o Silver: Copy back with instruments, without then with notation o Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups
5	Know and be able to talk about: <ul style="list-style-type: none"> ▪ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ▪ How to keep the internal pulse ▪ Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> ▪ Bronze Challenge <ul style="list-style-type: none"> o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns ▪ Silver Challenge <ul style="list-style-type: none"> o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes ▪ Gold Challenge <ul style="list-style-type: none"> o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes
6	Know and be able to talk about: <ul style="list-style-type: none"> ▪ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ▪ How to keep the internal pulse ▪ Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> ▪ Bronze Challenge <ul style="list-style-type: none"> o Find the pulse o Copy back rhythms based on the words of the main song, that include syncopation/off beat o Copy back one-note riffs using simple and syncopated rhythm patterns ▪ Silver Challenge <ul style="list-style-type: none"> o Find the pulse o Lead the class by inventing rhythms for others to copy back o Copy back two-note riffs by ear and with notation o Question and answer using two different notes ▪ Gold Challenge <ul style="list-style-type: none"> o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes

Singing

R	<ul style="list-style-type: none"> ▪ To sing or rap nursery rhymes and simple songs from memory. ▪ To know that Songs have sections. 	<ul style="list-style-type: none"> ▪ To sing along with a pre-recorded song and add actions. ▪ To sing along with the backing track.
1	<ul style="list-style-type: none"> ▪ To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> ▪ Learn about voices, singing notes of different pitches (high and low). ▪ Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ▪ Learn to start and stop singing when following a leader.
2	<ul style="list-style-type: none"> ▪ To confidently know and sing five songs from memory. ▪ To know that unison is everyone singing at the same time. ▪ Songs include other ways of using the voice e.g. rapping (spoken word). ▪ To know why we need to warm up our voices. 	<ul style="list-style-type: none"> ▪ Learn about voices singing notes of different pitches (high and low). ▪ Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ▪ Learn to find a comfortable singing position. ▪ Learn to start and stop singing when following a leader.
3	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ▪ Singing in a group can be called a choir ▪ Leader or conductor: A person who the choir or group follow ▪ Songs can make you feel different things e.g. happy, energetic or sad ▪ Singing as part of an ensemble or large group is fun, but that you must listen to each other ▪ To know why you must warm up your voice 	<ul style="list-style-type: none"> ▪ To sing in unison and in simple two-parts. ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To enjoy exploring singing solo. ▪ To sing with awareness of being ‘in tune’. ▪ To have an awareness of the pulse internally when singing.
4	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ▪ Singing in a group can be called a choir ▪ Leader or conductor: A person who the choir or group follow ▪ Songs can make you feel different things e.g. happy, energetic or sad ▪ Singing as part of an ensemble or large group is fun, but that you must listen to each other ▪ Texture: How a solo singer makes a thinner texture than a large group ▪ To know why you must warm up your voice 	<ul style="list-style-type: none"> ▪ To sing in unison and in simple two-parts. ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To enjoy exploring singing solo. ▪ To sing with awareness of being ‘in tune’. ▪ To re-join the song if lost. ▪ To listen to the group when singing.
5	<ul style="list-style-type: none"> ▪ To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ▪ To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ▪ To sing in unison and to sing backing vocals. ▪ To enjoy exploring singing solo. ▪ To listen to the group when singing. ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To experience rapping and solo singing. ▪ To listen to each other and be aware of how you fit into the group. ▪ To sing with awareness of being ‘in tune’.
6	<ul style="list-style-type: none"> ▪ To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ▪ To know about the style of the songs so you can represent the feeling and context to your audience ▪ To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ▪ To sing in unison and to sing backing vocals. ▪ To demonstrate a good singing posture. ▪ To follow a leader when singing. ▪ To experience rapping and solo singing. ▪ To listen to each other and be aware of how you fit into the group. ▪ To sing with awareness of being ‘in tune’.

Playing instruments

1	<ul style="list-style-type: none"> ▪ Learn the names of the notes in their instrumental part from memory or when written down. ▪ Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> ▪ Treat instruments carefully and with respect. ▪ Play a tuned instrumental part with the song they perform. ▪ Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ▪ Listen to and follow musical instructions from a leader.
2	<ul style="list-style-type: none"> ▪ Learn the names of the notes in their instrumental part from memory or when written down. ▪ Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> ▪ Treat instruments carefully and with respect. ▪ Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ▪ Play the part in time with the steady pulse. ▪ Listen to and follow musical instructions from a leader.
3	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ▪ The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> ▪ To treat instruments carefully and with respect. ▪ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ▪ To rehearse and perform their part within the context of the Unit song. ▪ To listen to and follow musical instructions from a leader.
4	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ▪ The instruments used in class (a glockenspiel, recorder or xylophone). ▪ Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> ▪ To treat instruments carefully and with respect. ▪ Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ▪ To rehearse and perform their part within the context of the Unit song. ▪ To listen to and follow musical instructions from a leader. ▪ To experience leading the playing by making sure everyone plays in the playing section of the song.
5	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ▪ Different ways of writing music down – e.g. staff notation, symbols ▪ The notes C, D, E, F, G, A, B + C on the treble stave ▪ The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ▪ Play a musical instrument with the correct technique within the context of the Unit song. ▪ Select and learn an instrumental 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. ▪ To rehearse and perform their part within the context of the Unit song. ▪ To listen to and follow musical instructions from a leader. ▪ To lead a rehearsal session.
6	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ▪ Different ways of writing music down – e.g. staff notation, symbols ▪ The notes C, D, E, F, G, A, B + C on the treble stave 	<ul style="list-style-type: none"> ▪ Play a musical instrument with the correct technique within the context of the Unit song. ▪ Select and learn an instrumental 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. ▪ To rehearse and perform their part within the context of the Unit song.

	<ul style="list-style-type: none"> The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation		
1	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes.
2	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	<ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes.
3	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>Bronze Challenge:</p> <ul style="list-style-type: none"> Copy Back – Listen and sing back Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise – Take it in turns to improvise using three different notes.
4	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise – Take it in turns to improvise using one note. Silver Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise – Take it in turns to improvise using one or two notes. Gold Challenge: <ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise – Take it in turns to improvise using three different notes.
5	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians 	<ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvisation using up to three notes. <ul style="list-style-type: none"> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
6	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians 	<ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise using up to three notes: <ul style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvisation using up to three notes. <ul style="list-style-type: none"> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

Composition		
1	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.
2	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.
3	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
4	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
5	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
6	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance		
R	<ul style="list-style-type: none"> A performance is sharing music. 	<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.
1	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
2	<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
3	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.
4	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.
5	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance.

	<ul style="list-style-type: none"> You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
6	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Musical Progression – KS1

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	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

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	Stopl	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Leen 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, Semibreves, 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		

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
5	Autumn 1	Livin' 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			

In addition to singing content within the Charanga Music School sessions, all children sing regularly as part of the wider curriculum and in whole school singing sessions, with the opportunity to join the school choir should they wish.

At Nerrols, we want every child to have the opportunity to learn a musical instrument. Alongside the Charanga Music School curriculum where our children learn to play the glockenspiel and recorder, in Key Stage Two every child also has the opportunity to learn another musical instrument such as the clarinet through whole-class music ensemble teaching. Individual music tuition is also available through private sessions.

Impact

Progress in music is demonstrated through regularly reviewing and scrutinising children's work over time. Evidence is obtained by considering outcomes, observing processes and techniques, and discussing what they know. Observations made while the children work inform future planning. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and identify their next steps.

Learning is documented at intervals using digital records. Opportunities for teachers to meet to review children's art and design work across the school and to 'standardise' judgements are built into the school calendar.