



## National Curriculum Aims

Progression Map

Intent, Implementation &  
Impact

Knowledge & Skills

Musical Experiences

## Music

Inclusion

Wider School Links

Vocabulary

Charanga Music Scheme

Charanga Music Overview

Knowledge Organiser Year 1

Knowledge Organiser Year 2

All Subjects

# Music



*Music is a universal language that embodies one of the highest forms of creativity. Our aim at Trenance Learning Academy is to ensure that all children access a high quality music education which 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.*



*We foster a life-long love of music by regularly working with community choirs and musicians as well as our own talented team to show pupils the enjoyment that can be found in music.*

## *Importance of Music in our school*

*The teaching of music develops skills and attitudes which can support learning in other curriculum areas e.g. listening skills, concentration levels, perseverance, self-confidence, creativity, respect and sensitivity towards others. Children are given the opportunities to develop their musical abilities and knowledge through other curriculum areas. Through responding to and playing a wide range of music, the children will be helped to understand how sounds are made, changed and organised. We adopt the Charanga Musical School Scheme of Work to deliver our music curriculum.*



*The children will develop an understanding of musical processes including learning about and reading relevant musical symbols and notation. The children will understand how music is influenced by history, time and place of origin.*



# National Curriculum Aims

*The national curriculum for music aims to ensure that all pupils:*

*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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations*

## *Key stage 1*

*pupils should be taught to:*

*use their voices expressively and creatively by singing songs and speaking chants and rhymes*

*play tuned and untuned instruments musically*

*listen with concentration and understanding to a range of high-quality live and recorded music*

*experiment with, create, select and combine sounds using the interrelated dimensions of music*



## Intent

(curriculum design, coverage and appropriateness)

- Our aim is for music lessons to be fun and inspiring, engaging the children with sounds, songs, lyrics and movement.
- Our children will be able to be reflective and be expressive, developing their own appreciation of music through the opportunities we provide as a school.
- All children are actively encouraged and given the opportunity to learn to play musical instruments, from standard classroom instruments to more unusual instruments such as steel drums.
- Our musical learning is designed to develop knowledge, understanding and skills that are progressive from EYFS to end of KS1 as well as transferable to further education and beyond.
- Our children will be equipped with a rich musical vocabulary to help them better articulate their understanding in music.
- Our children will have the opportunity and be encouraged to take part in performances inside and outside of school.
- We will foster a love of musical creativity through celebrating a range of musical genres and styles from all around the world and through different historical periods.
- Adults role model a love of music through our staff choir and musical performances.

## Implementation

(curriculum delivery, teaching and assessment)

- To ensure that high quality music is taking place throughout the whole school we implement a music curriculum that is highly researched, well planned and richly resourced.
- Medium term plans are regularly reviewed by subject leaders and teachers to ensure that music is embedded within topics to ensure that it is engaging, exciting and meaningful to the children.
- We ensure that leadership of music is highly effective through accessing regular professional development focused on subject knowledge from regional experts.
- All teachers of music receive high quality CPD from our Music SLE and from our programme writers.
- We ensure that over their time at Trenance pupils experience music sessions that comprise of active listening, performing and composing activities.
- Our Charanga sessions provide a classroom-based, participatory and inclusive approach to music learning. children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning 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.
- Our topic based presentations to parents and our participation in community events give our pupils a platform for performing to wider audiences.

## Impact

(attainment and progress)

- Music at Trenance is highly practical and ongoing assessments against criteria from the National Curriculum programmes of study and end of year expectations inform teachers next steps.
- The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.
- Children attain next level of musical execution in line with curriculum requirements. This information is recorded and monitored by the subject leaders.
- Children show that they are confident in using resources around the classroom to support them with their learning.
- Pupil discussions and interviewing the pupils about their learning (pupil voice) shows high level of engagement and participation.
- Moderation staff meetings with opportunities for dialogue between teachers.
- Video analysis through recording of performance in lessons contributes to teachers reflection on standards achieved against the planned outcomes.
- Annual reporting and tracking of standards across the curriculum.





Statement	Foundation		Year 1	Year 2	Year 3
	30-50	40-60			
Listening	Enjoy listening and responding to music.		Identify simple repeated rhythmic patterns.	Listen with greater attention to detail.	Describe what they hear using a wider range of musical vocabulary.
	Respond to different moods of music, in different ways.		Listen to simple elements of music.	Recognise well defined changes in sounds.	Recognise how musical elements are used by composers to create different moods and effects.
	Explores the different sounds of instruments.		Verbally recall what they have heard with simple vocabulary - loud, soft, high, low.	Identify mood in music.	Understand the cultural and social meaning of lyrics.
	Explores the learns how sounds can be changed.		Begin to say what they like and dislike.	Identify beat and pulse in music.	Appreciate harmonies, drone and ostinato.
				Recognise pattern in music.	Explore ways the way in which sounds are combined towards certain effects.
				Describe music using appropriate vocabulary.	Understand the relationship between lyrics and melody.
				Begin to compare different kinds of music.	
				Recognise differences between music of different times and cultures.	



Statement	Foundation		Year 1	Year 2	Year 3
	30-50	40-60			
Composing	Choose making music in continuous provision.		Create short melodic patterns and rhythmic phrases.	Recognise and explore how sounds can be organised.	Use a range of dynamics, timbre and pitch in composition
	Begin to build a repertoire of songs and dances.		Recognise and explore how sounds can be made and changed.	Create a range of musical patterns.	Understand culture in composition.
	Represent their own ideas, thoughts and feelings through music and dance.		Choose sounds to represent different things in different ways.	Improvise within a group	Create rhythmic patterns with an awareness of timbre and duration.
				Use sound to create abstract images.	Know and use standard musical notation of pitch and beat.
				Read a simple musical stave	Understand the concept of bass and treble clef.
				Compose simple melodies and songs.	Comment on the intended effect.
				Use pitch to communicate ideas.	
				Sequence long and short sounds.	



Statement	Foundation		Year 1	Year 2	Year 3
	30-50	40-60			
<b>Performing</b>	Ask others to listen to what they are doing.		Follow simple verbal instructions.	Follow instructions when performing.	Show confidence in leading a group.
	Sings a few familiar songs.		Beat out short rhythms and repeat short rhythmic patterns.	Gain a sense of occasion when performing, showing an awareness of others.	Follow instructions from symbols when singing or playing.
	Use their own voices in may different ways.		Repeat short rhythmic phrases from memory.	Perform with increasing expression, and control and sing with good intonation and articulation.	Show increasing control with instruments.
	Copy and perform simple rhythm patterns.		Perform simple accompaniments and simple rhythmic parts.	Understand and use the concept of pulse.	Play tuned instrument, with limited range of notes.
			Imitate changes in pitch.	Sing songs from memory.	
			Sing songs with more accurate pitch.	Sing with a sense of the shape of the melody.	
			Maintain a simple part in a round.	Make range of vocal sounds: tone, timbre, volume.	
				Hold a part in more complex round.	
				Control the way some sounds are made, through breathing.	
				Control both short and long sounds.	
			Work to improve their own work.		



# Vocabulary

## Year 2



balance, back, beat, drum, loops, ensemble, groove, interlude, notation, offbeat, original, outro, pentatonic scale, phrase, texture, pre-chorus, riff, recurring, theme, ballad, bridge/middle, coda, cover, timbre, style, syncopation, secular, urban, contemporary, acapella

## Year 1

pitch, melody, melodic, dynamics, tempo, structure, form, shape, band, solo, backing, arrangement, introduction, ending, chord, style, improvise, lyrics, ostinato, composing, harmony, appraising

pitch, melody, melodic, dynamics, tempo, structure, form, shape, band, solo, backing, arrangement, introduction, ending, chord, style, improvise, lyrics, ostinato, composing, harmony, appraising

## Foundation

pulse, beat, rhythm, loud, soft, performing, perform, song, tune, chorus, verse, instrument

pulse, beat, rhythm, loud, soft, performing, perform, song, tune, chorus, verse, instrument

pulse, beat, rhythm, loud, soft, performing, perform, song, tune, chorus, verse, instrument



# Musical Experiences



# Musical Experiences



*Music Overview*



# Wider School Links



*Music Overview*





## Inclusion

*Special Educational Needs and Disability (SEND) Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. This MMC celebrates the inclusion of pupils with special educational needs and disabilities as it does the leaps in technology that have made available new tools and adapted instruments, leading to improved access and greater choice for all pupils to realise their creative potential. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.*

# Knowledge & Skills

EYFS

Year 1

Year 2