



Music Curriculum Document



Intent Statement

At Hartsfield School we want our children to have access to a music curriculum that fosters a lifelong love of music. We believe that every child should have the opportunity to develop their music potential and we aim to nurture and encourage musical development throughout the school. Music is highly valued at Hartsfield because it is an emotive and powerful form of communication that can impact and change the way children feel and act. It provides opportunities for children to learn about different cultures and explore how music has changed throughout history. Through music, children develop key life skills such as collaboration, communication and confidence. Music can also help regulate emotions and empower children, it can build resilience and promote self-discipline. At Hartsfield children will be taught through a practical, exploratory and child led approach to music learning. Staff will share their knowledge, appreciation and enthusiasm for music with all children. Music at Hartsfield will help promote the key skills of...

- Listening and Response
- Exploration and Creativity
- Singing
- Sharing and Performing


Implementation Statement

Our music curriculum is planned so our children can reach the progression milestones by the end of each key stage (please see additional table for progression document). At Hartsfield we follow the 'Charanga Original Scheme of work', which provides access to a wide range of musical genres and resources for the children to learn about and explore. 'Charanga' is a music scheme that is recommended and supplied by Herts County Council. The key skills of listening and response, exploration and creativity, singing, and sharing and performing are all embedded in classroom activities, extra-curricular music clubs such as choir, as well as the learning of instruments and various performances and assemblies. The elements of music are taught in classroom lessons where children are encouraged to use the language of music to discuss their responses to and to understand how it music is made, played, appreciated and analysed. In classroom lessons children learn to play various tuned and un-tuned instruments and as a year group in year 3 children learn to play the violin with a specialist violin tutor. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. The 'Charanga' music scheme supports staff knowledge and continuous professional development opportunities to ensure that all children are being exposed to high quality music teaching. 'Charanga' provides well-structured units of work to support non-specialist teachers.





Whole School- Music Skills Progression

Learning Theme Skills	EYFS	KS1	KS2
<p>Listen and respond</p>	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To talk about musical dimensions working together in the unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>When you talk try to use musical words.</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>Explore and create (musical activities and games)</p> 	<p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object, and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Invent 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.</p> <p>Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>Find the pulse. Choose an animal and find the pulse.</p> <p>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Create rhythms for others to copy.</p> <p>Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat.</p> <p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Rhythm Clap and say back rhythms, including syncopation and off beat.</p> <p>Create your own simple rhythm patterns.</p> <p>Perhaps lead the class using their simple rhythms.</p> <p>Copy back one note riffs by ear and with notation.</p> <p>Copy back one note riffs using simple and syncopated rhythm patterns.</p> <p>Lead the class by inventing rhythms for others to copy back.</p> <p>Pitch Copy back – 'Listen and sing back' (no notation).</p> <p>Copy back with instruments, without and then with notation.</p> <p>Copy back vocal warm ups.</p>
<p>Singing</p>	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</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 – you can rap or say words in rhythm.</p>	<p>To sing in unison and in simple two-parts, including backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>

		<p>Learn to start and stop singing when following a leader.</p> <p>Learn to find a comfortable singing position.</p>	<p>To enjoy exploring singing solo including rapping.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing and be aware of how you fit into that group.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>To develop a good singing posture.</p>
<p>Share and perform / playing instruments</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>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).</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play the part in time with the steady pulse.</p>	<p>To treat instruments carefully and with respect, playing instruments with the correct technique.</p> <p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>

			<p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
<p>Improvisation</p>			<p>Copy Back – Listen and sing back, including melodic patterns.</p> <p>Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one to two notes.</p> <p>Improvise – Take it in turns to improvise using one - three notes.</p>

			To improvise with a feeling for the style of Bossa Nova and swing using a pentatonic/ five note pattern).
Composition 			<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</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>



EYFS Music- Learning Objectives and Knowledge Overview

	Autumn term	Spring term	Summer term
Main Topic	<ul style="list-style-type: none"> • Do you want to be my friend? • Let's Celebrate! 	<ul style="list-style-type: none"> • Will you read me a story? • Are we there yet? 	<ul style="list-style-type: none"> • All Creatures Great and Small • Transitions
Key Texts	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Colour Monster • Ruby's Worry • Owl Babies • Kippers Birthday • Rama and Sita Diwali story • Kippers Birthday • The Nativity Story 	<ul style="list-style-type: none"> • The Gingerbread Man • Cinderella • The Three Little Pigs • The Three Billy Goats Gruff • The Chinese New Year Zodiac Story • Man on the Moon • Supertato • The Gruffalo 	<ul style="list-style-type: none"> • Handa's Surprise • Tinga Tinga Tales • What the Ladybird Heard • Farmer Duck • The Very Hungry Caterpillar • What the Ladybird heard on Holiday • Jack and the Beanstalk
Visits/Walks	<ul style="list-style-type: none"> • Signs of Autumn walk • Visit from fire brigade • Signs of winter Walk 	<ul style="list-style-type: none"> • Library Visit • Signs of Spring walk • Local trip (walking distance) 	<ul style="list-style-type: none"> • Signs of Summer Walk • School Trip
Weekly Topics	<ul style="list-style-type: none"> • Settling in • Fulltime • Baseline • Autumn • Harvest • Spooky Things • Diwali Fireworks • Potions • Friends • Light and Dark • Christmas • Panto Week • Our Performance 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Three Little Pigs • The Three Billy Goats Gruff • Chinese New Year • The Gingerbread man • The Gruffalo • Space • Supertato • Superheros • Easter 	<ul style="list-style-type: none"> • Seasons • Elmer • Handa's Surprise • Going to the Library • Herrings Green • The Queen's Jubilee • Father's Day • Sport's Week •

<p>EAD Expressive, Art and Design.</p>	<p>Role play experiences – based around familiar experiences Small world – seasonal/theme Introduce painting, collage and modelling. Simple colour mixing</p> <ul style="list-style-type: none"> • Introducing different art skills E.g. Painting, collage etc. • Learn and join in with familiar and new songs. • Develop storylines in their pretend play. 	<p>Role play experiences – book and fantasy inspired Small world – theme/book inspired Movement and music linked to events and children’s interests Instruments – develop understanding and use of instruments Develop painting, collage and modelling skills. Explore texture and mixed media.</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music expressing their feelings and responses. • Sing in a group or on their own increasingly matching the pitch and following the melody. • Continue to develop story lines in their pretend play. 	<p>Role play experiences- preparing for year 1/children interests Small world – children interest Movement and music linked to events and children’s interests Planning and creating for a purpose, adapting and evaluating.</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Continue to develop story lines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
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Year 1 Music- Learning Objectives and Knowledge Overview

Music - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • play tuned and detuned instruments musically 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Introduce	Revisit	Revisit
Music - Curriculum	Autumn	Spring	Summer
	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> • Learn about the differences between pulse, rhythm and pitch. • Listen to and appraise music from different genres (hip-hop and reggae). • Play, improvise and compose their own pieces of hip-hop and reggae music. 	<p>Style</p> <ul style="list-style-type: none"> • Listen to and appraise music in several different styles – Blues, Baroque, Latin, Bhangra, Folk and Funk. • Continue to develop their knowledge of pulse, rhythm and pitch. • Compose their own pieces and learn to improvise. 	<p>Pitch and Pulse</p> <ul style="list-style-type: none"> • Listen to and appraise songs from different genres including musical theatre and music written for movies. • Understand musical vocabulary including pitch, rhythm, pulse and tempo. • Begin to learn about the history of music.

Year 1 Music- Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+
To perform	Take part in singing-accurately following the melody	A basic melody is followed with encouragement	A basic melody is followed
	Follow instructions on how and when to sing or play an instrument	Can follow instructions on when to play with support from an adult	Can follow instructions on when to play
	Make, combine and control long, short, high and low sounds using voice and instruments to create an effect.	Range of sounds are created and combined using voice and instruments during structured activities	Some experimentation when a range of sounds are created and combined using voice and instruments
	Imitate change in pitch	There is some awareness of how to alter pitch	There are some good examples of imitating change in pitch
To compose	Create short musical patterns	Short musical patterns are created during structured activities	There are some good examples of creating short musical; patterns.
To transcribe	Use symbols to represent a composition and use them to help with a performance	Symbols are used with support	Symbols are chosen from suggestions
To describe music	Identify the beat of a tune	Music can be described in terms of its beat	Music is described well in terms of its beat
	To recognise changes in timbre, dynamics and pitch	In structured activities, the terms timbre, dynamics and pitch are used	The term timbre, dynamics and pitch are beginning to be used appropriately

Year 2 Music- Learning Objectives and Knowledge Overview

Music - Learning Objectives	Autumn	Spring	Summer
• use their voices expressively and creatively by singing songs and speaking chants and rhymes	Revisit	Revisit	Revisit
• play tuned and detuned instruments musically	Introduce	Revisit	Revisit
• listen with concentration and understanding to a range of high-quality live and recorded music	Revisit	Revisit	Revisit
• experiment with, create, select and combine sounds using the inter-related dimensions of music.	Introduce	Revisit	Revisit
Music - Curriculum	Autumn	Spring	Summer
	<p>Following <i>Charanga</i> scheme</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition • Listening to and discussing music • How it can affect and help our moods and emotions. <p>Hands, Feet, Heart</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games • Sing the song Hands, Feet, Heart • Practice for the end-of-unit performance • Play instrumental parts Improvise 	<p>Following <i>Charanga</i> scheme</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition • Listening to and discussing music • How it can affect and help our moods and emotions. <p>I Wanna Play in a Band</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games • Sing the song I Wanna Play in a Band • Practice for the end-of-unit performance • Play instrumental parts Improvise 	<p>Following <i>Charanga</i> scheme</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition • Listening to and discussing music • How it can affect and help our moods and emotions. <p>Friendship Song</p> <ul style="list-style-type: none"> • Warm-up Games • Flexible Games • Sing the song Friendship Song • Practice for the end-of-unit performance • Play instrumental parts Improvise

	<ul style="list-style-type: none">• Play composition within the song• Practice for the end-of-unit performance• Christmas songs	<ul style="list-style-type: none">• Play composition within the song• Practice for the end-of-unit performance	<ul style="list-style-type: none">• Play composition within the song• Practice for the end-of-unit performance
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Year 2 Music-Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+
To perform	Take part in singing-accurately following the melody	A basic melody is followed	Basic melodies are followed accurately
	Follow instructions on how and when to sing or play an instrument	Can follow instructions on when to play	Instructions of when to play an instrument are well understood and followed
	Make, combine and control long, short, high and low sounds using voice and instruments to create an effect.	Some experimentation when a range of sounds are created and combined using voice and instruments	Very effective combinations of long, short, high and low sounds are created using voice and instruments
	Imitate change in pitch	There are some good examples of imitating change in pitch	Pitch changes are initiated effectively
To compose	Create short musical patterns	There are some good examples of creating short musical; patterns.	Well thought out short musical patterns are created
To transcribe	Use symbols to represent a composition and use them to help with a performance	Symbols are chosen from suggestions	Symbols are devised from suggestions to represent a composition and aid its performance
To describe music	Identify the beat of a tune	Music is described well in terms of its beat	Music terminology is becoming increasingly understood and , where appropriate, the term beat is used to describe music
	To recognise changes in timbre, dynamics and pitch	The term timbre, dynamics and pitch are beginning to be used appropriately	There is a good understanding of the terms timbre, dynamics and pitch and they are used appropriately

Year 3 Music- Learning Objectives and Knowledge Overview

Music - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	introduce	Revisit	Revisit
<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music 	introduce	Revisit	Revisit
<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	introduce	Revisit	Revisit
<ul style="list-style-type: none"> • use and understand staff and other musical notations 		introduce	Revisit
<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	introduce	Revisit	Revisit
<ul style="list-style-type: none"> • develop an understanding of the history of music. 	introduce		
Music - Curriculum	Autumn	Spring	Summer
	First Access - Violin	First Access - Violin	First Access - Violin

FIRST ACCESS VIOLIN LESSONS – AUTUMN TERM (LESSONS 1-10) – 10 WEEK TEACHING PROGRAMME – 2017/2018

Lesson Week	Learning Objectives	Teaching Activities	Learning Outcomes	Homework Activities
	By the end of the lesson, the pupils will be given the opportunity to ...	During the lesson, pupils will be introduced to and should be able to ...	<ul style="list-style-type: none"> ○ Identify and recognise ○ Areas for assessment ○ Words of the week (WOTW) 	
1	<ul style="list-style-type: none"> ● Learn parts of a violin ● Strum violin strings to a PULSE ● Name the 4 strings: GDAE ● Listen to VIOLIN playing <p>NC: LISTEN with attention to detail</p>	<ul style="list-style-type: none"> ● Take CARE of instrument ● Hold the violin and strum strings ➤ VOCAB: Thick/Thin; VIBRATION Pluck/Pizzicato; PITCH High/Low 	<ul style="list-style-type: none"> ● Be able to strum strings ● Identify 1-5 parts of a violin ● Keep a pulse with backing track <p>WOTW: VIBRATION & STRINGS</p>	Design a cover for a homework folder
2	<ul style="list-style-type: none"> ● Revise the parts of a violin ● Place violin onto left shoulder ● Pluck the G string & use PITCH ● Listen to a BANJO playing <p>NC: PERFORM in an ensemble context</p>	<ul style="list-style-type: none"> ● Place feet and violin correctly ● Look & pluck lowest string: G ➤ VOCAB: TEMPO; PITCH; Left body; Pluck/Pizzicato 	<ul style="list-style-type: none"> ● Know G is low/thickest string ● Name Chinrest Scroll Bridge ● Pitch G low; Music & feelings <p>WOTW: PITCH: HIGH & LOW</p>	Make up a sentence using GDAE
3	<ul style="list-style-type: none"> ● Name 3 parts of violin & uses ● Place violin onto left shoulder ● Pluck D string and sing in PITCH ● Listen to Elephant (Double Bass) <p>NC: PERFORM with increasing control</p>	<ul style="list-style-type: none"> ● Revise feet position & left shoulder ● Name 4 strings & play D string ➤ VOCAB: TEMPO; PITCH; PULSE; Sequencing; ORCHESTRA 	<ul style="list-style-type: none"> ● Identify D is next to G string ● Name Sound holes, Pegs, Neck ● RHYTHM: use of fast & slow <p>WOTW: RHYTHM: FAST & SLOW</p>	Correctly label a picture of a violin
4	<ul style="list-style-type: none"> ● Identify 4 parts of violin & uses ● Place violin onto left shoulder ● Pluck A string & describe PITCH ● Listen to a HARP <p>NC: PERFORM with growing accuracy</p>	<ul style="list-style-type: none"> ● Know Human, Penguin & Violin feet in order to stand correctly ● Name all 4 strings & play A string ➤ VOCAB: STRINGS; HARP; Pitch; Pulse; Tempo 	<ul style="list-style-type: none"> ● Sequence GDAE & play A ● Identify 4 parts on violin ● Recognise Harp sound & how it belongs to string instrument <p>WOTW: STRINGED INSTRUMENT</p>	Correctly sequence feet & violin position
5	<ul style="list-style-type: none"> ● Recognise 5 parts of a violin ● Sequencing of violin position ● Pluck E string & describe PITCH ● Listen to an ORCHESTRA <p>NC: APPRECIATE orchestral music</p>	<ul style="list-style-type: none"> ● Correctly stand & hold violin ● Know GDAE string order (low-high) and play the E string ➤ VOCAB: ORCHESTRA; how music affects our emotions 	<ul style="list-style-type: none"> ● Know GDAE & play the E ● Know & label 5 parts of violin ● Look at the 4 sections of the orchestra; music & emotions <p>WOTW: ORCHESTRAL SECTIONS</p>	Colour code the 4 strings on a violin drawing

Year 3 Music- Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+
To perform	Perform from memory with accurate control, pitch and tune.	Some good examples of singing from memory with accurate pitch and tune.	Singing from memory in familiar situations is done with accurate pitch and tune.
	Maintain a simple part within a group.	Some good examples of holding a simple part within a group.	Generally a simple part is held well within a group.
To compose	Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.	There are some good examples of interesting compositions that are performed well.	Generally, compositions show a good level of decision- making in choosing elements to combine. They are performed well.
To transcribe	Devise non-standard symbols to indicate when to play and rest.	There are good examples of devising symbols that indicate when to play and rest.	Symbols are devised that indicate when to play and rest.
	Recognise some standard musical notation and explain their meaning.	With support, some standard musical notation is used.	Generally there is a growing recognition, description and use of some standard notation.
To describe music	Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	There are some good examples of descriptions of pieces that use a range of musical language.	Generally, descriptions of pieces contain a wide range of musical language that is usually used appropriately.

Year 4 Music- Learning Objectives and Knowledge Overview

Music - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music 		Introduce	
<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 		Introduce	
<ul style="list-style-type: none"> • use and understand staff and other musical notations 		Introduce	
<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Introduce		
<ul style="list-style-type: none"> • develop an understanding of the history of music. 			
Music - Curriculum	Autumn	Spring	Summer
	<p>Singing – Egyptian songs/ Christmas performance</p> <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 rejoin the song if lost. 	<p><u>Charanga – Glockenspiels</u></p> <ul style="list-style-type: none"> • Exploring and developing playing skills using the glockenspiel 	<p>Roman songs</p> <p><u>Lean on me</u></p> <ul style="list-style-type: none"> • To listen and appraise • To Identify musical instruments in a piece of music • Find the pulse • Using instruments, listen and play one note.

	<ul style="list-style-type: none"> ● To listen to the group when singing. 		
	Mamma Mia		

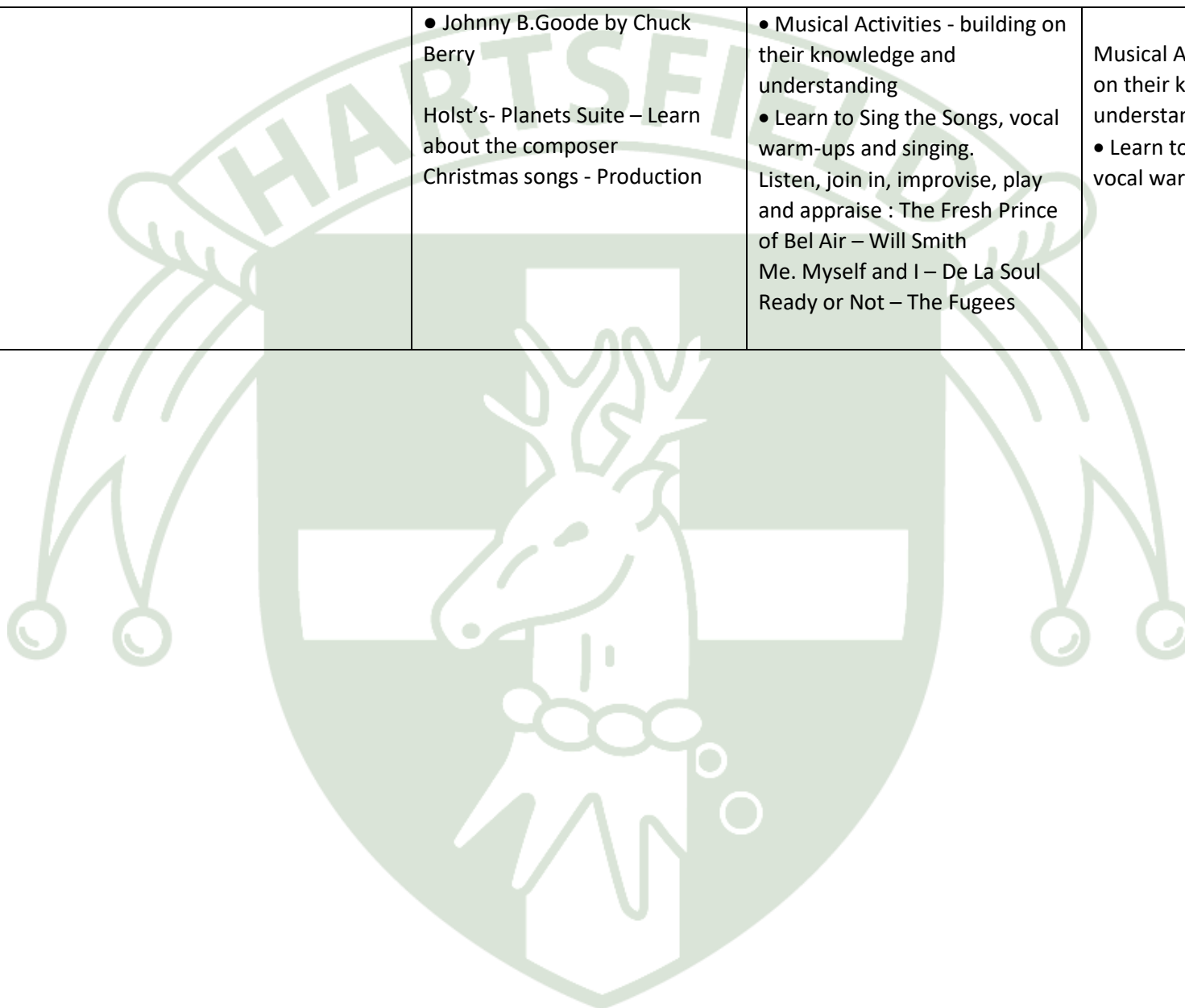
Year 4 Music- Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+
To perform	Perform from memory with accurate control, pitch and tune.	Singing from memory in familiar situations is done with accurate pitch and tune.	In a wide variety of differing situations, singing from memory is done with accurate pitch and tune.
	Maintain a simple part within a group.	Generally a simple part is held well within a group.	Simple parts are held well within a group.
To compose	Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.	Generally, compositions show a good level of decision- making in choosing elements to combine. They are performed well.	Compositions and their very good performance contain well-thought out combinations of elements, which are explained well.
To transcribe	Devise non-standard symbols to indicate when to play and rest.	Symbols are devised that indicate when to play and rest.	A series of well-thought out symbols is devised and used well to indicate when to play, rest and change other factors such as the loudness.
	Recognise some standard musical notation and explain their meaning.	Generally there is a growing recognition, description and use of some standard notation.	There is good recognition, good description and use of a range of standard notation.
To describe music	Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	Generally, descriptions of pieces contain a wide range of musical language that is usually used appropriately.	Descriptions of music from a wide variety of contexts contain well-judged comments that show a very good understanding of musical language.

Year 5 Music- Learning Objectives and Knowledge Overview

Music - Learning Objectives	Autumn	Spring	Summer
• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Introduce	Revisit	Revisit
• improvise and compose music for a range of purposes using the inter-related dimensions of music		Introduce	Revisit
• listen with attention to detail and recall sounds with increasing aural memory	Introduce	Revisit	Revisit
• use and understand staff and other musical notations	Introduce	Revisit	Revisit
• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Introduce	Revisit	Revisit
• develop an understanding of the history of music.	Introduce	Revisit	Revisit
Music - Curriculum	Autumn	Spring	Summer
	Following 'Charanga' scheme <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Listen, join in, improvise, play and appraise : Living on a Prayer- Bon Jovi <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo 	Following 'Charanga' scheme <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Listen, join in, improvise, play and appraise : Make you Feel my Love - Adele Make you Feel my Love – Bob Dylan So Amazing – Luther Vandross Hello- Lionel Ritchie	Following 'Charanga' scheme <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Listen, join in, improvise, play and appraise : Dancing in the Street –Martha and the Vandellas I can't help myself – The Four Tops I heard it through the Grapevine – Marvin Gaye

	<ul style="list-style-type: none"> • Johnny B.Goode by Chuck Berry <p>Holst's- Planets Suite – Learn about the composer</p> <p>Christmas songs - Production</p>	<ul style="list-style-type: none"> • Musical Activities - building on their knowledge and understanding • Learn to Sing the Songs, vocal warm-ups and singing. <p>Listen, join in, improvise, play and appraise : The Fresh Prince of Bel Air – Will Smith</p> <p>Me. Myself and I – De La Soul</p> <p>Ready or Not – The Fugees</p>	<p>Musical Activities - building on their knowledge and understanding</p> <ul style="list-style-type: none"> • Learn to Sing the Songs, vocal warm-ups and singing.
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Year 5 Music- Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+
To perform	Sing or play expressively, with control and in tune from memory.	There are good examples of following an example to play expressively and in tune.	Decisions on how to express a piece are developing and tuning is generally accurate.
	Hold a part within a round or a harmony.	There are some good examples, following modelling, of being able to hold a part in a round or a harmony.	Good control is developing in holding a part within a round or a harmony.
To compose	Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.	There are some good examples of adapting models to create songs.	There is a growing confidence in and ability to create well-structured songs.
	Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.	There are some good examples of adaptation of some elements of pieces to create new ones.	There is a growing confidence in and the ability to create pieces that combine a variety of musical devices.
To transcribe	Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.	There are some good examples of the use of standard musical notation to play and transcribe music.	There is a growing ability to use standard musical notation to play and transcribe music.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense the occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	There are some good examples of descriptions of music that use a wide range of musical language.	There are good examples of increasingly appropriate choices in musical language to describe music.

	Describe how lyrics often reflect the cultural context of music and have social meaning	There are some good responses to questions about the significance of lyrics.	There are some good suggestions as to the significance of lyrics.
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Year 6 Music- Learning Objectives and Knowledge Overview

Music - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Introduce	Revisit	
<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music 	Introduce		
<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • use and understand staff and other musical notations 			
<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 			
<ul style="list-style-type: none"> • develop an understanding of the history of music. 			
Music - Curriculum	Autumn	Spring	Summer
	<p>Charanga Unit: Happy</p> <ul style="list-style-type: none"> • Learn to sing the song • Perform parts of it in groups • Play glockenspiels for relevant parts <p>Songs for WWII assembly</p> <ul style="list-style-type: none"> • Learn and practise songs including harmonies <p>Charanga unit:</p> <p>Classroom Jazz 2</p> <ul style="list-style-type: none"> • Learn to play the basic melody • Improvise/compose a section • Perform to the class 	Usually we do the Primary Singing Festival in this term!!	Learn and perform songs for the end of year production

Year 6 Music- Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+
To perform	Sing or play expressively, with control and in tune from memory.	Decisions on how to express a piece are developing and tuning is generally accurate.	Excellent performances show well-judged decisions on how to express a piece, and accurate tuning.
	Hold a part within a round or a harmony.	Good control is developing in holding a part within a round or a harmony.	Excellent control is evident when holding a part within a round or a harmony.
To compose	Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.	There is a growing confidence in and ability to create well-structured songs.	Well-structured, melodic and interesting songs are created for a number of purposes.
	Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.	There is a growing confidence in and the ability to create pieces that combine a variety of musical devices.	Well-structured pieces that combine a variety of musical devices are developed in a wide range of contexts.
To transcribe	Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.	There is a growing ability to use standard musical notation to play and transcribe music.	Simple pieces are played from and transcribed by standard notation with some fluency.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense the occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	There are good examples of increasingly appropriate choices in musical language to describe music.	Well-chosen musical language is used to describe pieces from a wide range of contexts