



Stanton Church of England Primary School

Music Progression and Long Term Plan (updated January 2023)

Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.

“Life in all its fullness.” John 10:10

Intent

At Stanton-in-Peak Primary School we believe that music is a vital part of the curriculum from EYFS to year 6. It not only provides an important outlet for creativity but also helps and improves listening skills, concentration, self-confidence, cooperation and sensitivity towards others. We aim to make music an inspiring and enjoyable learning experience which develops the children's musical skills as well as providing them with wider opportunities. All children participate in a variety of musical experiences designed to develop a life-long love of music and its many benefits.

Our teaching focuses on the development of core skills which the children will build on throughout their time with us. We also aim to encourage a positive attitude and to appreciate different forms of music across different time periods, cultures and traditions. This supports children to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. The children learn to appreciate how music supports other areas of the curriculum such as dance and drama. Our children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.

We aim for children to leave our school with a positive attitude towards music, a strong range of skills and to be fully equipped to continue their musical journey.

Implementation

The teaching of music at Stanton is multi-faceted, ensuring children are given ample opportunity to sing, listen, play, perform and evaluate, and that the skills and knowledge they develop in each of these areas is built on every year.

The ways in which we teach music are as follows:

Wider opportunities – For a term in lower and upper KS2, children receive instruction in playing an instrument and reading musical notation, culminating in a performance to parents. As part of these lessons, children also explore composition on the instrument they are learning. Performances – EYFS and KS1 children deliver a Christmas performance annually and KS2 children put on a performance in the summer term. Additionally, children sing in front of their parents in church at several services throughout the year.

Assemblies – Every Tuesday, children practise singing together during our singing assembly. In many assemblies, children hear music from musical styles and their understanding of the history of music.

Class lessons – Children participate in weekly lessons which follow the Charanga model music curriculum

Continuous provision – Children in Reception have access to musical instruments as part of their continuous provision and are encouraged to explore these.

Instrument lessons – We invite peripatetic teachers into school to teach children different instruments including violin and guitar.

Impact

Our children enjoy music in different ways - they are confident performers, they can discuss how listening to music makes them feel and they can use their knowledge and skills to develop new music using their voice and/or instruments. Children develop their musical vocabulary every year and by Year 6 are familiar with a wide range of performers and composers from different time periods and genres. They understand that music has cultural and historical significance when learning about different people, places and time periods.

Statutory Requirements: EYFS and National Curriculum

EYFS	KS1	KS2
<p>Children at the expected level of development will:</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>Pupils should be taught to:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Pupils should be taught to:</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>

Termly Overview of Music Teaching and Experiences – Yearly Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS and KS1	Harvest service Charanga - discrete weekly lesson	Nativity performance Christmas service Charanga - discrete weekly lesson	Charanga - discrete weekly lesson	Charanga - discrete weekly lesson Easter service - singing	Charanga - discrete weekly lesson	Charanga - discrete weekly lesson Leavers' service
KS2	Harvest service Charanga - discrete weekly lesson	Christmas service Charanga - discrete weekly lesson	Charanga - discrete weekly lesson	Easter service - singing Wider Opportunities - violin	Rehearsals for Summer 2 events Wider Opportunities - violin	Leavers' service KS2 performance Charanga - discrete weekly lesson

Charanga Overview

Reception

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Annual Cycle	Me!	None (nativity)	My Stories	Our World	Big Bear Funk	Introducing Beat (MMC)

Y1/2

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 1	Introducing Beat	Nativity	Exploring feelings through music	Combining pulse, rhythm and pitch	Music that makes you dance	Explore sound and create a story
Cycle 2	Exploring simple patterns	Nativity	Tempo and dynamics	Inventing a musical story	Adding rhythm and pitch	Having fun with improvisation

Y3/4

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 1	Developing notation skills	Combining elements to make music	Composing using your imagination	Wider Opps	Wider Opps	Connecting notes and feelings
Cycle 2	Interesting time signatures	Enjoying Improvisation	Developing pulse and groove through improvisation	Wider Opps	Wider Opps	Learning more about musical styles

Y5/6

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Cycle 1	Getting started with music tech	Understanding structure and form	Exploring key and time signatures	Wider Opps	Wider Opps	Using chords and structure
Cycle 2	Developing melodic phrases	Emotions and musical styles	Gaining confidence through performance	Wider Opps	Wider Opps	Words, meaning and expression

Musician of the Month Overview 2022-2023

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul
The Beatles	Nina Simone	Bjork	Tchaikovsky	Freddie Mercury	Aretha Franklin	Mozart	Joni Mitchell	Ladysmith Black Mambazo	Clara Schuman	Buena Vista Social Club
Rock, pop	Folk, gospel, blues	Electronic pop/rock	Classical	Rock	Soul	Classical	Folk, rock, jazz, pop	A Capella	Classical	Son Cubano

Skills and Knowledge Progression

	EYFS	Y1/2	Y3/4	Y5/6
Performing	<p>Sing a large repertoire of songs and rhymes.</p> <p>Sing in a group or on their own, increasingly using the correct pitch and following the melody.</p> <p>Play instruments to express thoughts and feelings.</p> <p><i>Key knowledge:</i> - Can sing around 10 different nursery rhymes.</p> <p>- Knows how to use a triangle, shaker, drum, bells and a glockenspiel to create music.</p> <p>ASSESSMENT: Continuous teacher assessment, subject lead assessment.</p>	<p>Take part in group singing, following the melody.</p> <p>Use voice in different ways e.g. loud and soft.</p> <p>Imitate changes in pitch.</p> <p>Make and control long and short sounds in different ways e.g. blowing, hitting, shaking.</p> <p>Carefully choose instruments to combine layers of sound, showing awareness of combined effect.</p> <p>Perform in an ensemble, following a leader's instructions.</p> <p>Understand that music can be written down using musical notation.</p> <p><i>Key knowledge:</i> - Can sing songs learned in class, keeping in time, using an appropriate volume and roughly following the melody</p>	<p>Sing an increasing range of songs from memory with accurate pitch.</p> <p>Clearly pronounce the words in a song.</p> <p>Sing with increasing awareness of others performing.</p> <p>Maintain a simple part in a singing ensemble e.g. call and response, singing in a round.</p> <p>Perform own part with increasing accuracy on a tuned or untuned instrument.</p> <p>On tuned instruments, play notes clearly and with increasing accuracy of pitch, tempo and dynamics.</p> <p>Begin to understand how to read some musical notation.</p>	<p>Confidently sing an increasing range of songs from memory with accurate pitch and awareness of tempo and dynamics.</p> <p>Hold a part in a round or more complex ensemble piece.</p> <p>Take turns to lead a group.</p> <p>Perform own part accurately on a tuned or untuned instrument, with awareness of others in the ensemble and of pitch, tempo and dynamics.</p> <p>Play more complex instrumental pieces.</p> <p>Perform from simple musical notation.</p>

		<p>- Can play their instrument when prompted in an ensemble.</p> <p>- Can explain how musical notation relates to the instrument they are playing.</p> <p>ASSESSMENT: Continuous teacher assessment, subject lead assessment.</p>	<p><i>Key knowledge:</i></p> <p>- Can sing songs learned in class, following the melody.</p> <p>- Can play short pieces on a tuned instrument (for example, on the violin using open strings), both by ear and following a short piece of musical notation.</p> <p>ASSESSMENT: Wider Opportunities teacher to assess performance skills related to key knowledge above, based on weekly lessons and final performance.</p>	<p><i>Key knowledge:</i></p> <p>- Can sing their own part in a song learned in class, including in a round or simple harmony, keeping in time, following the melody accurately and considering their use of different volumes.</p> <p>- Can play more complex pieces on a tuned instrument (for example, on the violin using fingering), both by ear and following a piece of musical notation.</p> <p>ASSESSMENT: Wider Opportunities teacher to assess performance skills related to key knowledge above, based on weekly lessons and final performance.</p>
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<p>Composing</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Work alone or in a group to make music with untuned instruments.</p> <p><i>Key knowledge:</i> - Can create a piece of music using instruments or their voice.</p> <p>ASSESSMENT: Continuous teacher assessment, subject lead assessment.</p>	<p>Carefully choose and order sounds to achieve an effect.</p> <p>Create short musical patterns, including repeating patterns.</p> <p>Create sequences of long and short sounds in different ways.</p> <p>Use pitch changes to communicate an idea.</p> <p>Create a simple rhythm using percussion or clapping/their body.</p> <p><i>Key knowledge:</i> - Can create a piece of music using instruments, and explain what sort of feeling or mood they are trying to convey. - Can create a rhythm using their body and teach it to someone else.</p> <p>ASSESSMENT: Continuous teacher assessment, subject lead assessment.</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Create accompaniments for tunes using drones or riffs.</p> <p>Create simple rhythmic patterns with awareness of timbre and duration, using their voice, body or instruments.</p> <p>Begin to identify where to place emphasis in a song to create effects.</p> <p>Create own songs and raps.</p> <p><i>Key knowledge:</i> - Can create a short piece of music using a tuned instrument, showing consideration of melody, rhythm and tempo.</p> <p>ASSESSMENT: Wider Opportunities teacher to assess performance skills related to key knowledge above, based on weekly lessons and final performance.</p>	<p>Show confidence, thought and imagination in selecting sounds and structures to convey an idea.</p> <p>Improvise using 5 or more notes to compose and perform melodies.</p> <p>Begin to record compositions using some musical notations.</p> <p>Create rhythmic patterns with awareness of timbre and duration, using their voice, body or instruments.</p> <p><i>Key knowledge:</i> - Can create a piece of music using several notes, showing consideration of melody, rhythm, tempo and dynamics, and can explain what mood they think their music conveys. - Can record their composition using musical notation.</p> <p>ASSESSMENT: Wider Opportunities teacher to assess performance skills related to key knowledge above, based on weekly lessons and final performance.</p>
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<p>Listening , understanding and appraising</p>	<p>Listen attentively, move to and talk about music they are listening to.</p> <p>Express their own thoughts/feelings about a piece of music.</p> <p>Use musical vocabulary (see vocabulary progression document) to describe and compare pieces of music.</p> <p><i>Key knowledge:</i> - Can express whether they like or dislike a piece of music and begin to explain why (e.g. "I like that its fast", "It makes me feel happy", "It has funny words").</p> <p>ASSESSMENT: Subject lead interviews with selected pupils.</p>	<p>Hear the pulse in music.</p> <p>Head and describe different moods in music.</p> <p>Say what they like/dislike about a piece of music and how it makes them feel.</p> <p>Identify texture – one sound or several sounds?</p> <p>Recognise changes in timbre (e.g. smooth, tinkly), dynamics, tempo and pitch.</p> <p>Begin to recognise different instruments.</p> <p><i>Key knowledge:</i> - Can express why they like or dislike a piece of music. - Can use adjectives to describe a section of music e.g. loud, tinkly, sad. - Can make a sensible guess at what instrument is being played, e.g. guessing a stringed instrument for a guitar melody.</p> <p>ASSESSMENT: Subject lead interviews with selected pupils.</p>	<p>Know the difference between pulse and rhythm.</p> <p>Start to use musical vocabulary to describe music – dynamics, pitch, tempo, structure, timbre.</p> <p>Describe how a piece of music makes them feel, attempting to explain why.</p> <p>Describe different purposes of music in other times/cultures.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p><i>Key knowledge:</i> - Can independently find the beat and clap/stamp along to it. - Can explain how a piece of music makes them feel and refer to specifics e.g. the slow part makes me feel sad. - Can recall the genre of music performed by the school Musician of the Month.</p> <p>ASSESSMENT: Subject lead interviews with selected pupils.</p>	<p>Understand how pulse, rhythm and pitch fit together.</p> <p>Use increasing range of vocabulary to describe music and identify strengths and weaknesses in their own and other's music.</p> <p>Refine and improve own and other's work.</p> <p>Describe in more detail different purposes of music in other times/cultures.</p> <p>Understand how venue, occasion and purpose can affect the way music is performed.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>
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				<p><i>Key knowledge:</i></p> <ul style="list-style-type: none">- Can use vocabulary from the Y5/6 list (see below) to describe clearly their response to a piece of music.- Can make comparisons between different Musicians of the Month.- Can describe the genre of a piece of music and explain when/where/to whom that music would have been performed. <p>ASSESSMENT: Subject lead interviews with selected pupils.</p>
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Vocabulary Progression



At all stages, knowledge of vocabulary from previous stages is expected.

EYFS	Y1/2	Y3/4	Y5/6
Fast Slow Loud(er) Quiet(er) Song Instrument Tap Shake Rattle Perform Listen	Beater Triangle Tambourine Shaker Drum Glockenspiel Voice Body percussion Note High Low Pulse Beat Pause Call and response Orchestra Conductor	Rhythm Tempo Pitch Crotchet Quaver Minims Rest Bar Rounds Unison Improvise	Timbre Texture Dynamics Treble clef Crescendo Decrescendo Time signature Mezzo forte Mezzo piano Harmony Melody Allegro Adagio

Christian Values in Music

Love	Compassion	Respect	Faith	Belonging
				
Creating – using music to create art, bringing joy to ourselves and others.	Inspiration - looking to others to help us improve and help others.	Respect – respecting and celebrating both our work and that of our peers.	Persevering – keep trying and practising to make progress in music.	Team work – working together to develop musical skills and to perform.
Imagination – creating something new and interesting.	Generalisation - spotting patterns and adapting them to develop music skills.	Open mindedness – being open to appreciating different forms of music, including those we are less familiar with and those from other cultures.	Making mistakes – understanding that to make a mistake is part of a learning journey.	Community links – sharing music with those around us.
Cross curricular links – using music to support learning in other curriculum areas.	Compassion – Understanding that we all have our own experiences, talents and opinions when it comes to music.	Tolerance – understanding and respect for others.	Self -confidence – celebrating our progress and achievements in music.	Expanding horizons – developing appreciation and understanding of music in other cultures and history.

SMSC in Music

<p>Spiritual Development</p> 	<p>Children:</p> <ul style="list-style-type: none"> • Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work. • Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and other's music. • Develop musical appreciation – through genre and culture. • Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins. • Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as playing in an ensemble. • Ask questions, offer ideas and make connections for example when listening to music. • Display creativity and imagination in developing music e.g. when composing or performing. • Review what they and others have done and say what they might change in their current work or develop in their future work.
<p>Moral Development</p>	<p>Children</p> <ul style="list-style-type: none"> • They incorporate mutual respect and the consideration for others' work and performance. • Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief.
<p>Social Development</p> 	<p>Children:</p> <ul style="list-style-type: none"> • Work cooperatively with partners and in a structured and unstructured groups. • Participate in musical experiences such as the Junior Summer Performance and church services. • Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • Demonstrate leadership skills, for example when conducting a group.
<p>Cultural Development</p>	<p>Children:</p> <ul style="list-style-type: none"> • Engage with music from a range of cultures and genres, developing appreciation for music different to that they are familiar with. • Understand the role of the musician in a range of cultures, times and contexts.



British Values



At the Peak Tor Federation we recognise that our Music curriculum plays an important role in promoting British Values. We have planned our curriculum to ensure that through music our pupils can learn about the powerful messages art can convey and the impact it can have on others.

- **Tolerance** is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within art. Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.
- We teach **democracy** by being aware and considering the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.
- **Rule of law**- We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. We use our instruments in accordance to the rules set by the music teacher. We know and understand the consequences of not following the rules.
- **Mutual respect & tolerance** – Pupils are taught to show respect for other opinions and performances.
- **Individual Liberty** - Pupils are given a chance to show their individuality through different musical opportunities, including singing performances and composing on instruments.
- British music is promoted throughout the school– for example through Musician of the Month or the traditional songs and hymns learned in collective worship.
- Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources.
- Peer-assessment is embedded in the Music curriculum which encourages pupils to support each other.