



Music

Intent

At Chew Stoke Church we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding which will enable them to flourish and reach their full potential academically, physically and artistically. Our intention is to provide our pupils with the opportunities to develop an appreciation of different forms of music and to be able to discuss, express and evaluate the impact music has on them.

Implementation

Music is highly valued at Chew Stoke Church School, as we ensure that all of our EYFS, KS1 & KS2 pupils are continuously exposed to quality first teaching.

- Our approach is to provide all pupils with the opportunity to excel and express themselves musically by delivering an extensive programme of high quality music provision.
- Our wide and expansive range of musical instruments and equipment allows pupils to experience well-resourced music lessons following the national curriculum, whole class instrumental lessons and after school choir clubs.

Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils.

Early Years Foundation Stage

Pupils explore and use a variety of media through a combination of child initiated and adult directed activities.

They have opportunities to learn to:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1 & 2

We maintain a core focus on rhythm, patterns and structure throughout the KS1 and KS2 using the Charanga scheme of work, with different age-appropriate focal points alongside this to build a wider understanding of fundamental musical concepts, as described in the National Curriculum, including:

- Pitch
- Duration
- Music Notation

All children will learn an instrument during their time at the school

Impact

Throughout every session, children are formatively assessed using some of the following techniques:

- Group questioning
- Individual questioning
- Asking a child to explain a concept back
- Asking a child to assist a peer
- Observations
- Group tasks
- Performance

We carefully monitor each child to identify any gaps in knowledge, to assess against the learning objective, and to assess whether certain pupils need additional support to understand the basics, or if they need support in accessing further learning for gifted and talented. We also use this information to evaluate whether our lessons are pitched to the right level, and adjust tasks and differentiate accordingly to help students maximise their potential.

Progression of skills within Music

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S k i l l s	Singing	Use voices expressively and creatively by singing songs and speaking chants and rhymes, with a focus on: confidence, knowing when to take a breath and showing an awareness of other performers	Use voices expressively and creatively by singing songs and speaking chants and rhymes with a focus on: pitch and rhythm	Sing with control over breathing, mouth shapes, posture and sound projection so that pitch and rhythm are very effective	Identify melodic phrases to sing in a round in at least two parts and how it'll fit together	Sing songs in-tune with an awareness of the parts that make up the whole of the song (i.e. verse, chorus and bridge with emphasis, volume, build-up) Sing songs as a class, in groups and if appropriate, alone	Use voices with accuracy, fluency, control and expression Begin to have an awareness of voice improvisation (i.e. link to artists' covers of songs)
	Composing	Play untuned instruments musically, with a basic understanding of beat and rhythm Verbally identify when/if a beat or rhythm has gone wrong and explain how (i.e. it is too fast) Understand volume as 'loud and quiet sounds' and experiment with	Play tuned instruments musically, with a growing understanding of pitch, rhythm and texture Experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, rhythm and texture) Follow basic pictures to hold a steady rhythm, (i.e. triangle = 1 beat, square = 2 beat)	Compose music for a range of purposes using the inter-related dimensions of music, embedding understanding of pitch, rhythm and texture Know that musicians use the staff to read music	Master understanding and use of pitch, rhythm and texture Compose music for a range of purposes using the inter-related dimensions of music, with a focus on duration Understand staff and musical notations, knowing that the notes show different pitch	Master understanding and use of duration Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on timbre Understand staff and musical notations, knowing that the notes show different pitch and duration	Master understanding and use of timbre Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on tempo (how the speed builds up a mood) Use and fully understand staff and musical notations

	volume using bodies and untuned instruments				(quaver ½ beat, crotchet 1 beat, minim 2 beat, semibreve 4 beat)	
Appraising	Listen to a range of high-quality live and recorded music, and talk about likes, dislikes and which types of sounds they can hear (i.e. loud, soft, fast, slow)	Listen with concentration and understanding to a range of high-quality live and recorded music, and make evaluations based on their opinions and Y2 musical elements (pitch, rhythm and texture)	Listen to music and identify, recall and discuss sounds, focusing on the pitch, rhythm and texture Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians	Listen to music and identify, recall and discuss sounds and types of instrument, focusing on the duration Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians	Listen to music and identify, recall and discuss sounds and types of instrument, focusing on timbre Begin to say how the mood of the music is made and how it makes them feel Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians	Listen with attention to detail and recall sounds with increasing aural memory Appreciate a wide range of high-quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
Interpretation	Give basic opinion about a past event	Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen in lessons	Know of primary and secondary sources Look at the evidence available and form own conclusion based on it With support, begin to evaluate how useful a source is	Understand primary and secondary sources Compare different versions of the same event Explain why the past is represented in different ways (i.e. Why an Ancient Briton might be angry about a Roman soldier but a Roman General would not) Study multiple sources	Compare and contrast sources and comment on which ones are useful, giving reasons Understand bias within sources Offer some reasons for different versions of events, understanding that the past can be interpreted in different ways	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations Understand how different evidence will lead to different conclusions
Performance (Singing and Using Instruments)	In music lessons, know why it is important to stand up straight and face the audience when performing in groups of 15	In music lessons, perform in front of the class in a smaller group of 6 – 8	Confidently play and perform in ensemble contexts of different sizes (i.e. whole class and small groups)	Perform as a quartet, understanding that each member has to have a specific role in order to be successful	Combine singing and musical instruments in a controlled, rehearsed performance Perform with an awareness of different parts (i.e. harmonies)	Present performances effectively with an excellent awareness of audience, venue and occasion, applying all KS2
Evaluating	Say what they like and dislike about a performance	Evaluate classmates' performances focusing on use of pitch, rhythm and texture Basic justifications	Evaluate classmates' performances focusing on confident use of pitch, rhythm and texture Clear justifications, understanding that opinions might differ	Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture and duration Clear justifications based on if the piece has met its purpose and why	Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture, duration and timbre Clear justifications based on different parts of the piece (i.e. instrument, bridge, etc.)	Evaluate classmates' performances focusing on all KS2 music elements Clear justifications based on if the piece matches the intended mood or not, and why

Music - Class Curriculum/Knowledge Map

The majority of classes at Chew Stoke Church School are mixed age (will have a mix of 2 Year groups), as a result, the curriculum that has been developed runs over a two year cycle using the Charanga scheme of work. This ensures that learning is never repeated and that knowledge builds on previous knowledge.

	Cycle	Autumn		Spring		Summer	
Hedgehog Class		Y 1 Hey You	Rhythm in the Way we Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
		Year R Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Owl Class	A	Y 1 Hey You	Rhythm in the Way we Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	B	Y2 Hands, Feet, Heart	Ho, Ho, Ho	I wanna Play in a Band	Zoomtime	Friendship Song	Reflect, Rewind and Replay
Kingfisher Class	A	Y 3 Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us together	Reflect, Rewind and Replay
	B	Y2 Hands, Feet, Heart	Ho, Ho, Ho	I wanna Play in a Band	Zoomtime	Friendship Song	Reflect, Rewind and Replay
Woodpecker Class	A	Y3 Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us together	Reflect, Rewind and Replay
	B	Y4 Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
Fox Class	A	Y5 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
	B	Y4 Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
Badger Class	A	Y5 Livin' on a Prayer	Classroom Jazz 1 <i>(Research and listen to music from WW2)</i>	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
	B						