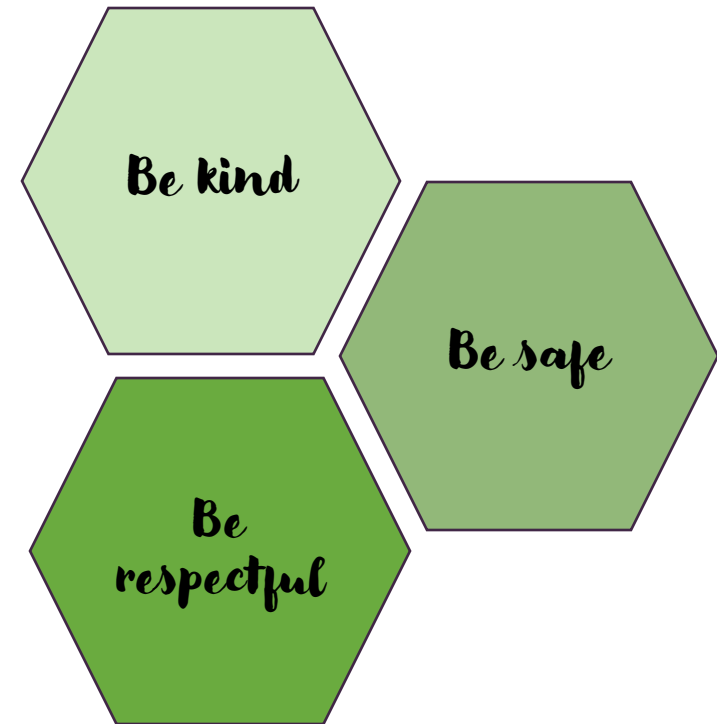


A close-up photograph of a violin and a piano keyboard. The violin, with its characteristic f-hole and dark wood finish, is positioned diagonally across the frame. A violin bow lies across the strings. Below the violin, the white and black keys of a piano keyboard are visible. The word "MUSIC" is written in a white, serif font, centered over the violin's body. A white, hand-drawn style rectangular border with slightly irregular edges frames the central portion of the image, and a horizontal white line is drawn below the word "MUSIC".

MUSIC

SCHOOL VISION & VALUES



[Click here for
music NC
objectives](#)

INTENT

To provide our children with the opportunities to listen and appraise music, to enable them to gain the knowledge and skills to sing and play instruments and to compose and perform music. We intend for all our pupils to access music regardless of their needs.

Pupils have the opportunity to learn to play the glockenspiel in all year groups and can choose to engage in external tuition including the violin, electric drums, guitar and singing.

During their time at Strathmore, pupils are able to showcase their talents in a variety of ways such as school plays and during assemblies.

We fulfil the National Curriculum requirements by using The Charanga scheme of work and linking to our core [curriculum intent statement](#) and incorporating our Big Ideas.

Humankind:
looking at how
music has
impacted people's
lives

Processes: how
different
instruments
provide different
sounds

Creativity:
expressing
themselves
through music and
how musicians /
composers
express
their creativity

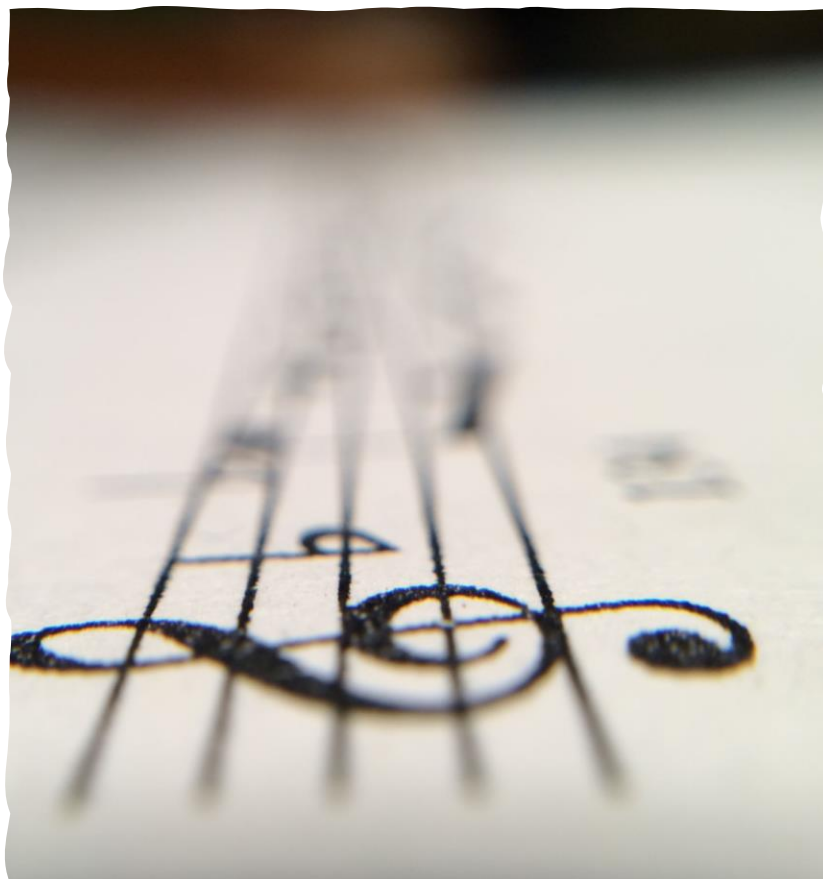
Investigation:
finding out about
musicians,
musical genres,
instruments, etc

Nature &
Materials: looking
at what
materials different
instruments
are made out of

Place and Space:
looking at where
different types
of musical genres
or composers
come from

Change: looking at
the history of
music and
how musical
periods and music
technology has
changed over time

IMPLEMENTATION



THE CHARANGA ORIGINAL SCHEME OF WORK PROVIDES ARE A RANGE OF SINGING, LISTENING AND COMPOSITION OPPORTUNITIES THROUGHOUT YEAR 1 AND YEAR 2 TO BUILD A WIDER UNDERSTANDING OF MUSICAL CONCEPTS AND KNOWLEDGE, AS DESCRIBED IN THE EYFS FRAMEWORK AND NATIONAL CURRICULUM.

Singing

- songs at the heart of each lesson, drawing out all of the elements of musical learning from interacting with those songs
- Weekly singing assemblies
- Signing songs using makaton
- Performances by all children

Instrumental

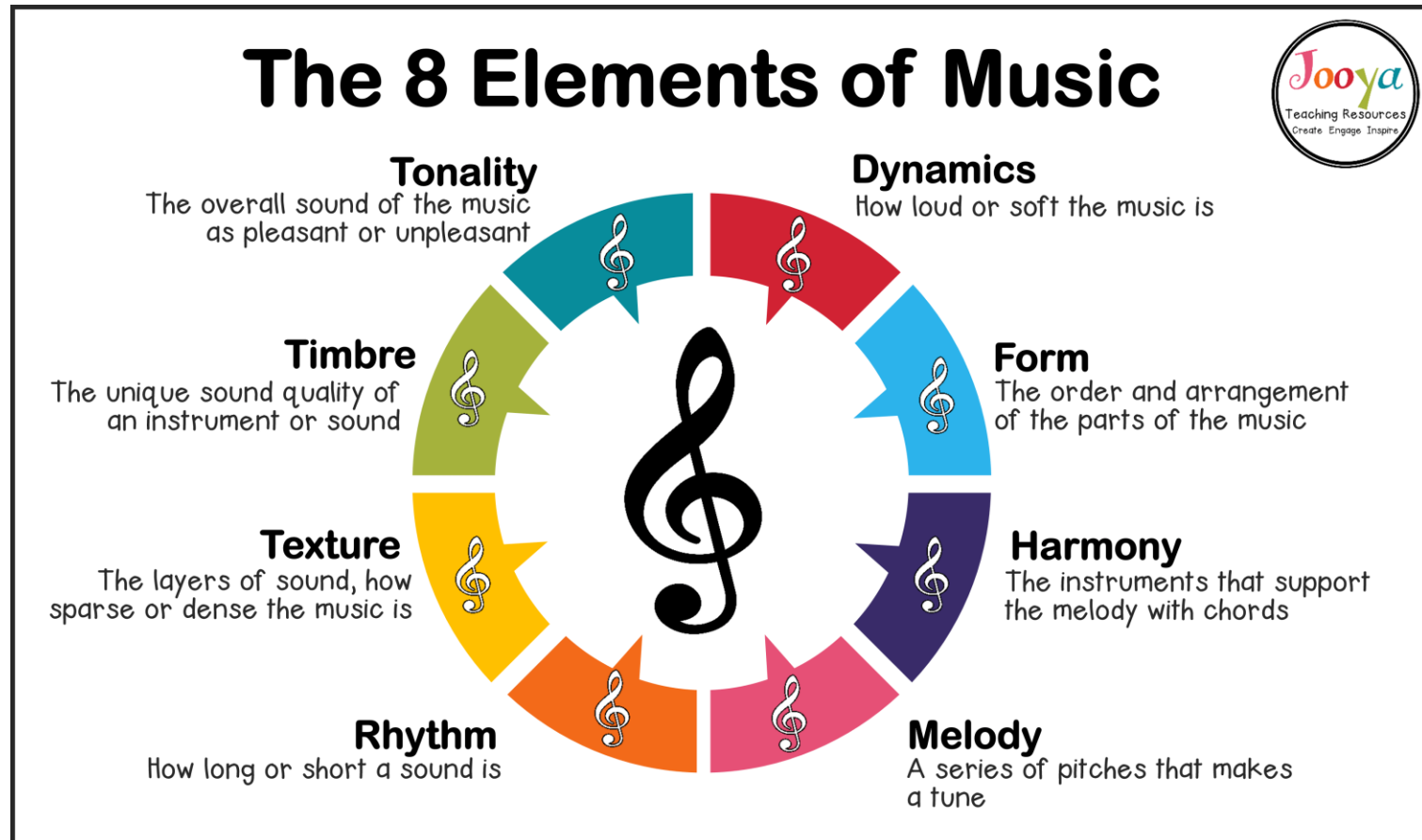
- Learning to play the glockenspiel in every year group
- Various percussion instruments
- Rock Steady band - optional

Music knowledge

- Listening calendar on Charanga in assembly focussing on different genres of music
- In music lessons
- External visits or personal experiences
- Vocabulary
- Musicians

CORE CONCEPTS

We are developing our core concepts across the school and we are considering how we can embed the 8 elements of music into our music curriculum.





MUSIC VOCABULARY

Year 1 Words you need to know:

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2 Words you need to know:

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

PROGRESSION OF SKILLS

Reception

- To learn that music can touch your feelings.
- To enjoy moving to music by dancing, marching, being animals or pop stars.
- To sing along with a pre-recorded song and add actions.
- To sing along with the backing track.
- 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.

Year 1

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- 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.
- 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.
- 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.
- 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. necessary.

Year 2

- 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
- 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.
- 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.
- 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.
- 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.

PROGRESSION OF KNOWLEDGE AND RETRIEVAL OPPORTUNITIES



Reception

To know twenty nursery rhymes off by heart.

To know the stories of some of the nursery rhymes.

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.

To sing or rap nursery rhymes and simple songs from memory.

Songs have sections.

A performance is sharing music.



Year 1

To know 5 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.

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.

To confidently sing or rap five songs from memory and sing them in unison.

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.

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!

Composing is like writing a story with music.

Everyone can compose.

A performance is sharing music with other people, called an audience.



Year 2

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.

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.

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.

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.

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

Composing is like writing a story with music.

Everyone can compose.

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.

LEARNING PROGRESSION

The Interrelated Dimensions of Music

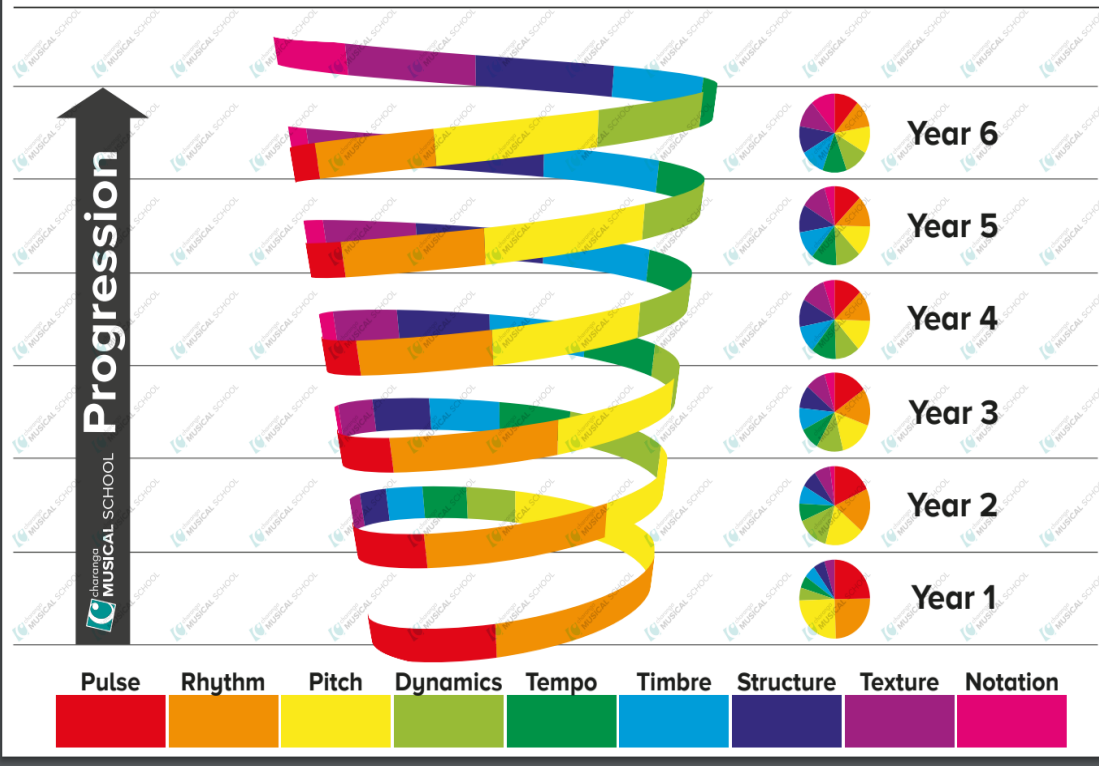
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Learning progression

Depth of learning through Charanga Musical School

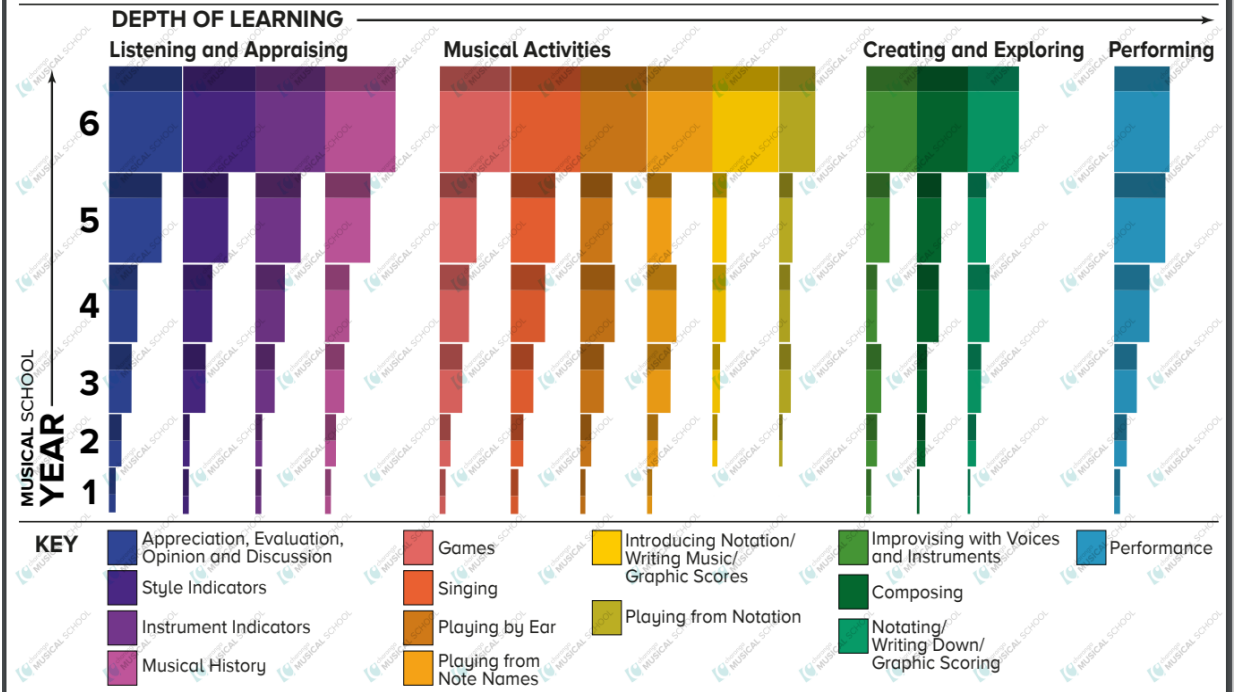


National Curriculum 2014:

"...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..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."





A TYPICAL MUSIC LESSON

Each lesson is designed to be taught over 45 minutes.

- 1) Listen and Appraise (15 minutes)
- 2) Musical Activities include Games, Singing, Playing, Improvising and Composing (20 minutes)
- 3) Perform/Share (10 minutes)

GLOCKENSPIEL

At Strathmore we have invested in a class set of glockenspiels. This allows all our pupils from Reception to Year 2 to learn an instrument before they move on to their next setting. Each year the pupils will build on their skills and knowledge of the instrument and develop an understanding of musical notes.

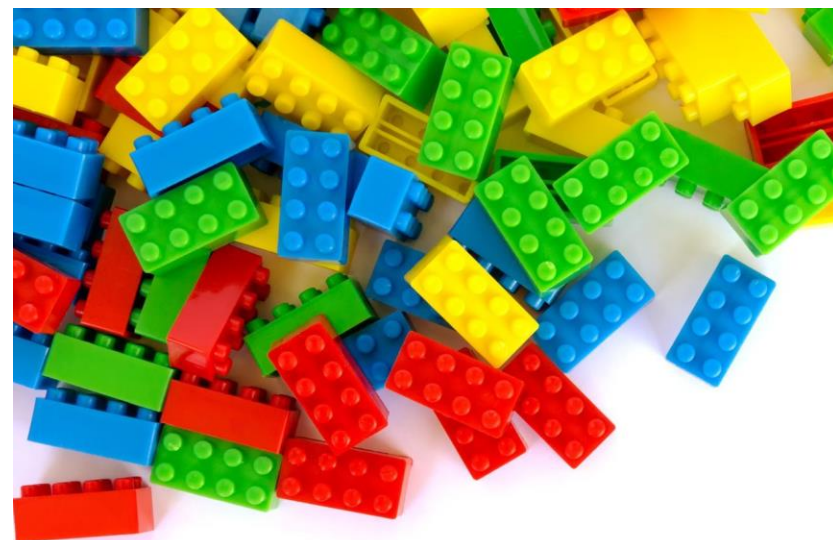
Musical Progression – KS1

| 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 | | |



INCLUSIVE LEARNING

- Some of our pupils may require adaptations to the teaching of music or to be able to access the music sessions. Some adjustments may include:
 - Ear defenders
 - Additional support or small group sessions
 - Larger visuals if required
 - Physical support for those blind or deaf that need to feel the beat for example
 - Access to the 'Anyone Can Play' scheme through Charanga
- For our disadvantaged pupils we ensure they have the same opportunities to music as everyone else. This may be in the form of funding towards music lessons, reasonable adjustments for any educational needs or opportunities to access the music curriculum.





ENRICHMENT OPPORTUNITIES

- Rock Steady - music lessons taught in a group as a band. Parents pay into this as a club and it takes place during the school day.
- Stage Coach - run an after school club which focuses on acting, singing and dancing
- Singing assemblies
- Listening Calendar from Charanga - variety of music genres and artists pupils are introduced to each week.
- Links with local choir who perform in assemblies
- Performances throughout the year - Year 1 Nativity (Autumn Term), Reception assembly (Spring Term) and Year 2 end of year performance (Summer Term). Nursery perform a Chinese Dragon Dance to parents and carers in Spring.
- Music tuition through [Herts Music Service](#). The service has a variety of options such as individual, shared or group lessons. Please contact the service for further information on which instruments they teach to children aged between 4 and 7.

ASSESSMENT

- At the end of each unit teachers use the assessment sheets from the scheme of work to assess against the three areas of the lesson: Listen & Respond, Explore & Create, Share & Perform.
- Pupils are assessed as working towards the expected standard (WTS), working at the expected standard (EXS) or working above the expected standard (GDS).
- In addition, pupils perform within class which is recorded for moderation purposes. Children also perform to their parents each year.
- Knowledge organisers are shared with the children at the start of a unit and are referred back to weekly, alongside key vocabulary, to ensure pupils refer back to the learning for each unit regularly.

Knowledge Organiser – Hands, Feet, Heart – Year 2, Unit 1

1 – Listening: Hands, Feet, Heart
Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?
Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.

2 – Musical Activities
Find the pulse!
• What animal can you be finding the pulse?
Clapping Rhythms
• Copy and clap back rhythms
• Clap the rhythm of your name
• Make up your own rhythm
Singing
• Sing Hands, Feet, Heart in groups
• Have fun!
Playing instruments using up to three notes
– G or G, A + C. Which part did you play?

3 – Perform & Share
A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...
What did you like doing best?
Singing?
Playing?
Dancing?
Improvising?
Composing?
Listening?

This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

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Significant musicians

- ❖ In our History curriculum pupils learn about famous musicians
- ❖ Each week we learn about a new piece of music and it's composer / musician. This is from the scheme of work. Pupils learn about some of the following musicians from different musical genres:
 - Scott Joplin, Mozart, Chopin, Bob Marley, John Williams, Elvis Presley,
 - Modern day musicians and bands are also learned about.



Resources

- ❖ A variety of instruments
- ❖ Charanga scheme includes diverse musicians, songs, history links
- ❖ Collection of books in school library
- ❖ Computing and music suite space



Events

- ❖ Black History month
- ❖ International day
- ❖ Performances for each pupil
- ❖ As One Choir invited into school
- ❖ Future aims: invite into school orchestra, theatre production, musicians

CURRICULUM IMPACT

- At Strathmore we aim for all pupils to enjoy and appreciate music at whatever level they are learning at. Throughout their time here we strive for them to have had opportunities to listen to different genres of music and for them to have participated in singing, playing instruments and performing.
- Throughout each Charanga unit taught, teachers look at the understanding, engagement and enjoyment of the children. Children are continually formatively assessed with teachers making notes on the impact of each unit.
- Children's progression is summatively assessed in KS1 at the midpoint and at the end of the year.
- We want all our children to leave having performed to an audience through singing and having learned how to play an instrument such as the Glockenspiel. All children should feel they can express themselves through music and enjoy recognising and listening to different genres through a variety of experiences during their time at Strathmore.



FUTURE OPPORTUNITIES

- Establish closer links with local choir or musicians
- Develop relationships with local schools and providers for teacher training purposes and opportunities for enhancing our curriculum for our pupils
- Cultural capital - invite orchestra into school, theatre production, more singing opportunities
- Purchase books for the school library on musicians and diversity within the music curriculum

