Music Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2

The INTENT of our Music Curriculum

Music Statement of Intent

At St Meryl School, we recognise that music plays a vital role in helping children to feel part of a community, and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, concerts and class performances children are able to express their emotions and showcase their understanding of how to perform with awareness of others. Lessons enable children to develop their musical skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music.

Aims of the Music Curriculum

- Enjoy and have an appreciation for music
- Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

- Listen to and evaluate the work from different traditions composers and musicians and promote equality and diversity.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Have opportunities to play a wide variety of instruments, both un-tuned and tuned.
- Use technology if appropriate.
- Take part in performances with an awareness of audience.
- To learn to play a musical instrument.

National Curriculum Programmes of Study:

Area	Key stage 1	Key stage 2
Music	Pupils should be taught to: 1. use their voices expressively and creatively by singing songs and speaking chants and rhymes **2.** play tuned and untuned instruments musically **3.** listen with concentration and understanding to a range of high-quality live and recorded music	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

	4. experiment with, create, select and combine sounds using the inter-related dimensions of music	structures and reproducing sounds from aural memory. Pupils should be taught to: 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music.

Across St Meryl School, we use a musical programme called Charanga, which provides teachers with weekly lessons, assessment, progression, and engaging and exciting whiteboard resources to support all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this scheme adopts an integrated, practical, exploratory, and child-led approach to musical learning, moving away from the previous levels and learning objective/outcome concepts. Ofsted have highlighted that "We will not always know the learning outcomes," so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring), and performing.

How the Scheme is structured at St Meryl School:

Each unit of work in the Charanga programme comprises strands of musical learning that align with the national curriculum for music. These include: Listening and Appraising; Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition; and Performing.

At St Meryl, we aim to ensure that all pupils:

- Perform, listen to, review, and evaluate music across a wide range of historical periods, genres, styles, and traditions, including the works of great composers and musicians.

- Learn to sing and use their voices to create and compose music independently and collaboratively, with opportunities to learn a musical instrument and use technology effectively.
- Progress towards the next level of musical excellence through structured and engaging lessons.

We also focus on helping pupils understand and explore how music is created, produced, and communicated. This is achieved through an integrated approach that incorporates the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. At St Meryl, music is not only a subject but a way to inspire creativity and confidence in all our learners.

*Although this is consistent throughout the school, in Year 4 the pupils learn trombone as a whole class. The programme that they follow is different in the sense that there is less emphasis on listening and appraising and singing. Year 4 pupils perform to the school and wider community termly. Their teacher has learnt the trombone in the past, and took over this role from Herts Music Services in 2023.

	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Relect, Rewind and Replay
YEAR 1	Hey You!	Rhythm in the Way We Walk Banana Rap	In the Groove	Round and Round	Your Imagination	Relect, Rewind and Replay
YEAR 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Relect, Rewind and Replay

YEAR 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us Together	Relect, Rewind and Replay
YEAR 4	Trombone	Trombone	Trombone	Trombone	Trombone	Relect, Rewind and Replay
YEAR 5	Livin' on a Prayer	Classroom Jazz 1	Make you Feel my Love	The Fresh Prince of Bel-Air	Dancing in the Street	Relect, Rewind and Replay
YEAR 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Relect, Rewind and Replay

Music Progression of Skills and Knowledge

EYFS	**Being imaginative Early Learning Goal:** Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others. **Pupils are given opportunities to;** ● Develop ideas and interests- Have specific focus for creative designs/purpose ● Combine and change their creation purposefully reflecting and reviewing their work ● Talk about the ideas and processes they have used in their own and others work ● Recognise the strengths of their own work and others Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same' Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created. Charanga: Listen & Respond (Listen & Appraise) The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement. Topics: Autumn- Me/ My Stories / Harvest songs and Christmas nativity songs Spring - Everyone/Our World Summer: Big Bear Funk/Reflect, Rewind, Replay

Year 1	Performing	Composing (including notation)	Appraising
	● Use their voices to speak/sing/chant ● Join in with singing to use instruments to perform ● Look at their audience when they are performing ● Clap short rhythmic patterns to copy sounds **Challenge:** ● Pupils make loud and quiet sounds ● They know that the chorus keeps repeating	● Make different sounds with their voice ● Make different sounds with instruments ● Identify changes in sounds ● Change the sound ● Repeat (short rhythmic and melodic) patterns ● Make a sequence of sounds ● Show sounds by using pictures **Challenge:** ● Pupils can tell the difference between long and short sounds ● They can tell the difference between high and low sounds ● They can give a reason for choosing an instrument	● Respond to different moods in music ● Say how a piece of music makes them feel ● Say whether they like or dislike a piece of music ● Choose sounds to represent different things ● Recognise repeated patterns ● Follow instructions about when to play or sing **Challenge:** ● Pupils are able to tell the difference between a fast and slow tempo ● They can tell the difference between loud and quiet sounds ● They identify two types of sound happening at the same time
Year 2	**Performing**	**Composing (including notation)**	**Appraising**
	● Sing and follow the melody (tune) ● Sing accurately at a given pitch ● Perform simple patterns and accompaniments keeping a steady pulse ● Perform with others ● Play simple rhythmic patterns on an instrument ● Sing/ clap a pulse increasing or decreasing in tempo	● Order sounds to create a beginning, middle and end ● Create music in response to ● Choose sounds which create an effect ● Use symbols to represent sounds ● Make connections between notations and musical sounds **Challenge** ● Pupils can use simple structures in a piece of music	● Improve their own work ● Listen out for particular things when listening to music Challenge ● Pupils recognise sounds that move by steps and by leaps

	Challenge ● Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse	● They know that phrases are where we breathe in a song	
Year 3	**Performing**	**Composing (including notation)**	**Appraising**
	● Sing in tune with expression ● Control their voice when singing ● Play clear notes on instruments **Challenge:** ● Pupils work with a partner to create a piece of music using more than one instrument	● Use different elements in their composition ● Create repeated patterns with different instruments ● Compose melodies and songs ● Create accompaniments for tunes ● Combine different sounds to create a specific mood or feeling **Challenge:** ● Pupils understand metre in 2 and 3 beats; then 4 and 5 beats ● They understand how the use of tempo can provide contrast	● Improve their work explaining how it has improved ● Use musical words (the elements of music) to describe a piece of music and compositions ● Use musical words to describe what they like and dislike ● Recognise the work of at least one famous composer **Challenge:** ● Pupils can tell whether a change is gradual or sudden ● They identify repetition, contrasts and variations
Year 4	**Performing**	**Composing (including notation)**	**Appraising**
	● Produce a clear tone using correct embouchure and breath control. ● Play simple notes (e.g., B♭, C, D, E♭, F) with consistent pitch and rhythm.	● Compose melodies using a wider range of notes and basic scales (e.g., B♭ and F major). ● Incorporate dynamics and articulation into compositions. ● Write short pieces for trombone and one other instrument, focusing on balance and harmony.	● Identify and describe the tone and pitch of trombone playing. ● Recognize simple rhythms and melodies in recorded or live performances. ● Offer basic feedback on their own and others' performances, focusing on tone and timing.

	● Perform simple one-octave scales ascending and descending. ● Maintain correct posture and hand position while playing. ● Play short, familiar pieces using basic notation. **Challenge:** Perform a simple tune (e.g., "Hot Cross Buns" or "Ode to Joy") from memory, ensuring consistent tone, accurate pitch, and correct rhythm.	**Challenge:** ● Create a short 4-bar melody using three notes (e.g., B♭, C, D) and include at least one rest. Play the composition to the class.	**Challenge:** ● Listen to a recorded trombone performance and describe the use of dynamics and rhythm. Identify one thing the performer did well and one suggestion for improvement.
Year 5	**Performing**	**Composing (including notation)**	**Appraising**
	● Breath in the correct place when singing ● Sing and use their understanding of meaning to add expression ● Maintain their part whilst others are performing their part ● Perform 'by ear' and from simple notations ● Improvise within a group using melodic and rhythmic phrases	● Change sounds or organise them differently to change the effect ● Compose music which meets specific criteria ● Use their notations to record groups of pitches (chords) ● Use a music diary to record aspects of the composition process ● Choose the most appropriate tempos for a piece of music **Challenge:**	● Describe, compare and evaluate music using musical vocabulary ● Explain why they think their music is successful or unsuccessful ● Suggest improvements to their own or others' work ● Choose the most appropriate tempo for a piece of music ● Contrast the work of famous composers and show preferences **Challenge:**

	● Recognise and use basic structural forms e.g. rounds, variations, rondo form **Challenge**: ● Pupils use pitches simultaneously to produce harmony by building up simple chords ● They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song	● Pupils understand the relation between pulse and syncopated patterns ● They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre	● Pupils can explain how tempo changes the character of music ● They identify where a gradual change in dynamics has helped to shape a phrase of music
Year 6	**Performing**	**Composing (including notation)**	**Appraising**
	● Sing a harmony part confidently and accurately ● Perform parts from memory ● Perform using notations ● Take the lead in a performance ● Take on a solo part ● Provide rhythmic support **Challenge:** ● Pupils can perform a piece of music which contains two (or more) distinct melodic or	● Be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) ● Recognise that different forms of notation serve different purposes ● Use different forms of notation ● Be able to combine groups of beats **Challenge:** ● Pupils can show how a small change of tempo can make a piece of music more effective	● Be able to refine and improve their work ● Be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created ● Be able to analyse features within different pieces of music ● Be able to compare and contrast the impact that different composers from different times will have had on the people of the time. **Challenge:**

	rhythmic parts, knowing how the part will fit together	● They use the full range of chromatic pitches to build up chords, melodic lines and bass lines	● Pupils can appraise the introductions, interludes and endings for songs and compositions they have created
All	Singing and performing techniques, expression and communication, and cultural and personal development through involvement in musical activities are also developed in singing assemblies, class assemblies and extra-curricular provision (eg choir).		