

I can do all things through Christ who strengthens me



# Music Curriculum Offer



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# Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

**Compassion, Respect and Resilience.**

## Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

Music at our school is taught through the Charanga scheme, which provides a progressive, inclusive, and engaging curriculum that nurtures musical skills, creativity, and cultural appreciation across all key stages. Our music curriculum aims to inspire and develop a lifelong love of music in every child. Through Charanga, we provide a rich and diverse musical education that enables pupils to explore and appreciate music from all cultures, genres and eras, developing well rounded musical skills and building confidence, creativity and self-expression through active music-making.

From this, we teach to the Arches Principles –

**Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success**

### Ambitious

At St Mary's Catholic Infant and Junior Academy, we believe that every child is a musician in the making. Our music curriculum, delivered through the Charanga scheme, is designed to ignite ambition, nurture talent, and empower children to reach their full creative potential.

### Resilience

Our music curriculum is designed to cultivate not only musical skill but also emotional strength, perseverance, and self-belief. We aim to empower resilient learners by creating a safe and inspiring space where children can take creative risks and learn from mistakes, encouraging persistence through musical challenges and fostering emotional expression and regulation through music as a powerful outlet for self-discovery.

### Christ at the Heart

Music is a gift from God—an expression of joy, worship, and community. We aim to nurture each child's God-given potential, to use their musical gifts to serve others and glorify God and appreciate the power of music to uplift, unite and heal.

### **Health and Wellbeing**

We believe that music is a powerful tool for nurturing emotional wellbeing, self-expression, and inner peace. Our music curriculum is designed to support children's mental health by providing a creative outlet for emotions and self-discovery, foster a sense of belonging, joy, and achievement through shared musical experiences and encourage mindfulness, resilience, and emotional literacy through active listening and music-making.

### **Excellence**

Our music curriculum is designed to cultivate excellence in every child—musically, personally, and academically. We believe that music is a discipline of precision, creativity, and passion, and we aim to celebrate musical achievement as a vital part of holistic education and personal growth.

### **Success**

Through our curriculum, music becomes a pathway to success—where every child is encouraged to thrive, shine, and believe in their potential, built through creativity, discipline, and joyful learning.

# Our Arches Principles - Rationale for our Music Curriculum



Our **ambitious** curriculum is the challenge for our children. We want our children relish challenges that being a musician can bring: to listen, appraise, perform and evaluate whilst acquiring the key skills needed for any budding young musician.



Through the 'resilience' curriculum driver, we promote optimism and determination in music. A selection of carefully chosen musical influences are embedded within our music curriculum to promote resilience. Children are encouraged to be resilient when embarking on their musical journeys in becoming the budding young performers that we believe our children should have the opportunity to be.



As a Catholic school we place **Christ at the centre** of all that we do. We integrate Gospel values and the teachings of the Catholic Church into every aspect of learning and teaching in our music teaching. Celebrating our Catholic faith through music is always joyful in our schools and allows our children to experience the presence of God and develop a mature spiritual life.



At St Mary's, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. In music, we ensure our children can share in the early aspirations that have made our musicians of yesteryear and can show an appreciation for the contributions that music has provided us with and its impact on their young lives. With '**wellbeing**' as a curriculum driver, we give children the confidence to musically thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.



Through the '**excellence**' curriculum principle, our children will understand and explore the interrelated dimensions of music from different genres, eras and a range of composers and apply this knowledge to their own composition.



Through '**success**', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. Through careful planning, we have chosen key musical concepts so children aspire to be like the influential musicians who have impacted the world. We provide tangible role models to raise our pupils' aspirations to inspire them to work even harder to be the best that they can be. We want our pupils to have a clear understanding of the link between achieving well and having musical aspirations for the future.

# Being a St Mary's Musician

Being a musician means that all the key elements of music complement each other harmoniously. Through our listen, appraise and perform approach, our children begin to understand that 'we are all musicians'.

The children learn to appreciate many different genres of music and their composers associated from the Baroque period up to the present day, forming an integral part of our listen and appraise element to our curriculum.

We also want a St Mary's pupil leaving our school having been given the opportunity to learn a new instrument from different musical families; percussion, strings and brass creating the new and budding musicians of tomorrow having been inspired by those of the past.

## Implementation

All of our children will have consistent access to a broad, balanced and high quality music curriculum which will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

# Music Long Term Plan

St Marys 'Arches Curriculum' - all our planning is based on our key principles and intent for our curriculum



Year Group	Autumn	Spring	Summer
<b>Nursery</b>	Learning new rhymes and developing listening skills	Identifying sounds around us and learning new songs.	Exploring different and new musical instruments.
<b>Reception</b>	Charanga: Me	Charanga: Our World	Charanga: Big Funk Bear
<b>Year One</b>	Charanga: Hey You!	Charanga: In the groove	Round and Round Charanga: Your imagination
<b>Year Two</b>	Charanga -Friendship Song <b>Wider Opportunities – Ukulele</b>	Charanga – Zoo Time <b>Wider Opportunities – Ukulele</b>	Charanga – Hands Feet and Heart <b>Wider Opportunities – Ukulele</b>
<b>Year Three</b>	Charanga: Let your spirit fly	Charanga: Three little birds	The Dragon Song Charanga: Bringing us together <b>Recorder course</b>
<b>Year Four</b>	Charanga: Mamma Mia <b>Wider opportunities – Woodwind tuition</b>	Charanga: Stop! <b>Wider opportunities – Woodwind tuition</b>	Charanga: Blackbird <b>Wider opportunities – Woodwind tuition</b>
<b>Year Five</b>	Charanga: Livin' on a prayer <b>Make You Feel My Love</b>	Charanga: The fresh prince of Bel-Air	<b>Easter</b> Charanga: Dancing in the street <b>Reflect, Rewind and Replay</b>
<b>Year Six</b>	Charanga: Happy	Charanga: You've got a friend	Year 6 Production

# Progression Document

Our progression document has been developed through Charanga, the interactive teaching resource that all teachers (including peripatetic staff delivering wider opportunities) use.

The progression document focuses on three areas: **Listen and Appraise**, **Musical Activities** include Games, Singing, Playing, Improvising and Composing and **Perform/Share**.

In EYFS, the focus is on Communication and Language and Expressive Arts and Design.

	Links to KS1 curriculum	Minimum Expectations for Reception		Minimum Expectations for Nursery		
EYFS Communication and Language – Music links	I am learning to appreciate rhymes and poems, and to recite some by heart	Listens carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs	Sings a large repertoire of songs.	Knows many rhymes, be able to talk about familiar books, and be able to tell a long story	
EYFS Expressive Arts and Design – Music links	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' A2 SP1	Talks about how music makes them feel A2 SP1	Talks about how music makes them feel A2 SP1	Responds to music A2 SP1	Enjoys listening to music A2 SP1
	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	Selects own instruments and plays them in time to music.  Can change the tempo and dynamics whilst playing  Knows how to use a wide variety of instruments.  Beginning to write own compositions using symbols, pictures or patterns A2 SP1	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat A2 SP1	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat A2 SP1	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) A2 SP1	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6: YEAR 5 PLUS:
<b>Listen and Appraise</b>					
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know 5 songs off by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> </ul> <p><b>Skills</b></p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know five songs off by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about: lyrics, musical dimensions, main sections of the song and name some of the instruments.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To think about what the words of a song mean.</li> <li>● To take it in turn to discuss how the song makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory and who sang them or wrote them.</li> <li>● To know the style of the five songs.</li> <li>● To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>● Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>● The lyrics: what the song is about.</li> <li>● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>● Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>● Name some of the instruments they heard in the song.</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>

## Musical Activities: Games

### Knowledge

- 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.

### Skills

Progressive Warm-up Games and Challenges to embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :

- Game 1 – Have Fun Finding The Pulse! Find the pulse.
- Game 2 – Rhythm Copy Back Listen to the rhythm and clap back.
- Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.
- Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back.
- Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. .

### Knowledge

- 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.

### Skills

Progressive Warm-up Games and Challenges to embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :

- Game 1 – Have Fun Finding the Pulse! Find the pulse..
- Game 2 – Rhythm Copy Back Listen to the rhythm and clap back.
- Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.
- Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back.
- Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups.

### Knowledge

- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.
- Know the difference between a musical question and an answer.

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:

1. Find the Pulse
2. Rhythm Copy Back:
  - a. Bronze: Clap and say back rhythms
  - b. Silver: Create your own simple rhythm patterns
  - c. Gold: Perhaps lead the class using their simple rhythms
3. Pitch Copy Back Using 2 Notes
  - a. Bronze: Copy back – ‘Listen and sing back’ (no notation)
  - b. Silver: Copy back with instruments, without then with notation
  - c. Gold: Copy back with instruments, without and then with notation.
4. Pitch Copy Back and Vocal Warm-ups

### Knowledge

- Know and be able to talk about:
- How pulse, rhythm and pitch work together
  - Pulse: Finding the pulse – the heartbeat of the music
  - Rhythm: the long and short patterns over the pulse
  - Know the difference between pulse and rhythm
  - Pitch: High and low sounds that create melodies
  - How to keep the internal pulse
  - Musical Leadership: creating musical ideas for the group to copy or respond to

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:

1. Find the Pulse
2. Rhythm Copy Back:
  - a. Bronze: Clap and say back rhythms
  - b. Silver: Create your own simple rhythm patterns
  - c. Gold: Perhaps lead the class using their simple rhythms
3. Pitch Copy Back Using 2 Notes
  - a. Bronze: Copy back – ‘Listen and sing back’ (no notation)
  - b. Silver: Copy back with instruments, without then with notation
  - c. Gold: Copy back with instruments, without and then with notation
4. Pitch Copy Back and Vocal Warm-ups

### Knowledge

- Know and be able to talk about:
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
  - How to keep the internal pulse
  - Musical Leadership: creating musical ideas for the group to copy or respond to

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

- Bronze Challenge
  - Find the pulse
  - Copy back rhythms based on the words of the main song, that include syncopation/off beat
  - Copy back one-note riffs using simple and syncopated rhythm patterns
- Silver Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for others to copy back
  - Copy back two-note riffs by ear and with notation
  - Question and answer using two different notes
- Gold Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for them to copy back
  - Copy back three-note riffs by ear and with notation

### Knowledge

- Know and be able to talk about:
- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
  - How to keep the internal pulse
  - Musical Leadership: creating musical ideas for the group to copy or respond to

### Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

- Bronze Challenge
  - Find the pulse
  - Copy back rhythms based on the words of the main song, that include syncopation/off beat
  - Copy back one-note riffs using simple and syncopated rhythm patterns
- Silver Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for others to copy back
  - Copy back two-note riffs by ear and with notation
  - Question and answer using two different notes
- Gold Challenge
  - Find the pulse
  - Lead the class by inventing rhythms for them to copy back
  - Copy back three-note riffs by ear and with notation
- Question and answer using three different notes

				o Question and answer using three different notes	
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**Musical Activities: Singing**

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To confidently sing or rap five songs from memory and sing them in unison.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Learn about voices, singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Learn about voices singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>● Learn to find a comfortable singing position.</li> <li>● Learn to start and stop singing when following a leader.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● To know why you must warm up your voice</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● To have an awareness of the pulse internally when singing.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Singing in a group can be called a choir</li> <li>● Leader or conductor: A person who the choir or group follow</li> <li>● Songs can make you feel different things e.g. happy, energetic or sad</li> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul> <p><b>Skills</b></p> <p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo. To listen to the group when singing.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>o Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o To know what the song is about and the meaning of the lyrics</li> <li>o To know and explain the importance of warming up your voice</li> </ul> </li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.</li> </ul>
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**Musical Activities: Playing Instruments**

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Learn the names of the instruments they are playing.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>● Know the names of untuned percussion instruments played in class.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>● Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> </ul>
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<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● Play a tuned instrumental part with the song they perform.</li> <li>● 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).</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Treat instruments carefully and with respect.</li> <li>● 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).</li> <li>● Play the part in time with the steady pulse.</li> <li>● Listen to and follow musical instructions from a leader.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● To treat instruments carefully and with respect.</li> <li>● Play any one, or all 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>
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**Musical Activities: Improvisation**

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Improvisation is about making up your own tunes on the spot.</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● Everyone can improvise!</li> </ul> <p><b>Skills</b></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot.</li> <li>● 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.</li> </ul> <p><b>Skills</b></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. <b>Clap and Improvise</b> – Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p><b>Knowledge</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p><b>Skills</b></p> <p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> <li>● Bronze Challenge: ○ Copy Back – Listen and sing back</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> <p><b>Skills</b></p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>● Bronze Challenge:</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p><b>Skills</b></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p>	<p><b>Knowledge</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p><b>Skills</b></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <p>○ Bronze – Copy back using instruments. Use one note.</p>
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<p>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes..</p>	<p>2. <b>Sing, Play and Improvise</b> – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</p>	<p>o Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>o Improvise! – Take it in turns to improvise using one note.</p> <p>● Silver Challenge:</p> <p>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>o Improvise! – Take it in turns to improvise using one or two notes.</p> <p>● Gold Challenge:</p> <p>o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>o Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>o Improvise! – Take it in turns to improvise using three different notes.</p>	<p>o Copy Back – Listen and sing back melodic patterns</p> <p>o Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>o Improvise! – Take it in turns to improvise using one note.</p> <p>● Silver Challenge:</p> <p>o Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>o Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>o Improvise! – Take it in turns to improvise using one or two notes.</p> <p>● Gold Challenge:</p> <p>o Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>o Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>o Improvise! – Take it in turns to improvise using three different notes.</p>	<p>o Bronze – Copy back using instruments. Use one note.</p> <p>o Silver – Copy back using instruments. Use the two notes.</p> <p>o Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>o Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>o Bronze – Improvise using one note.</p> <p>o Silver – Improvise using two notes.</p> <p>o Gold – Improvise using three notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>o Silver – Copy back using instruments. Use the two notes.</p> <p>o Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>o Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>o Bronze – Improvise using one note.</p> <p>o Silver – Improvise using two notes.</p> <p>o Gold – Improvise using three notes.</p> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
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## Composition

<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Help to create a simple melody using one, two or three notes.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> <li>● Everyone can compose.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Help create three simple melodies with the Units using one, three or five different notes.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about: ● A composition: music that is created by you and kept in some way.</p> <ul style="list-style-type: none"> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or five different notes.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Help create at least one simple melody using one, three or all five different notes.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> </ul>
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<ul style="list-style-type: none"> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
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## Performance

<p><b>Knowledge</b></p> <p>A performance is sharing music with other people, called an audience.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>A performance is sharing music with an audience.</li> <li>A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>An audience can include your parents and friends</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p><b>Knowledge</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Choose a song they have learnt from the Scheme and perform it.</li> <li>They can add their ideas to the performance.</li> <li>Record the performance and say how they were feeling about it.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>

# Vocabulary is VITAL

<b>Valued</b>	We value vocabulary in music and it underpins everything we do.
<b>Identified</b>	Music vocabulary is identified by the music subject leader and is explicitly planned for.
<b>Taught</b>	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key music vocabulary and the music medium term plans (Charanga) include additional vocabulary to be taught.
<b>Applied</b>	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in music.
<b>Learned</b>	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key music vocabulary.

## EYFS

Through an '**explosion of experiences**', our youngest musicians are exposed to the foundations of their musical learning. Musical knowledge, skills and experiences are provided to develop children's artistic and cultural awareness. Adults support the imagination and creativity of our children through play. Children are given the opportunity to explore musical instruments and given chance to perform, sing and express themselves to music. High quality daily rhymes and carefully planned stories are the beating heart of our music curriculum in EYFS. Musical vocabulary is planned for. Staff are role models in demonstrating musical vocabulary to develop self-expression and the ability to communicate through the arts which is further enhanced in our excellent provision. The foundations of music learning in EYFS are linked to Year 1 and beyond.

Both our staff and children are enthusiastic about **Music**. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the music they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they can be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

St Mar's Catholic Infant and Junior Academies' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

We firmly believe that all children should have full access, including those with additional needs, to our Music curriculum therefore lessons are scaffolded where appropriate in order to meet the needs of all our children.

# Lesson Structure

The **sequence of lessons** across **Music** follows the same structure:

**Each lesson, within the sequence,** follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

<b>Music sequence structure</b>	
Phase 1 – Revise	<ul style="list-style-type: none"><li>• Prior art learning revisited – spaced retrieval task</li><li>• Key question introduced</li><li>• Musical journey introduced</li></ul>
Phase 2 – New learning	<ul style="list-style-type: none"><li>• Medium term planning to inform lessons</li><li>• Knowledge-rich lessons</li><li>• Vocabulary explicitly taught St Mary's Quality First Teaching</li></ul>
Phase 3 – Review	<ul style="list-style-type: none"><li>• Evaluate</li><li>• Pupil voice</li><li>• Children know more and remember more</li></ul>

**Each lesson, within the sequence,** follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

<b>Music lesson structure</b>	
Phase 1 - Revise	<ul style="list-style-type: none"><li>• Spaced retrieval lesson starter – key knowledge revision</li><li>• Reference to key question</li><li>• Vocabulary (some will be tier 3 – subject specific words)</li><li>• Musical journey</li></ul>
Phase 2 – New learning	<ul style="list-style-type: none"><li>• St Mary's Quality First Teaching</li><li>• New knowledge taught</li><li>• New skills taught</li></ul>
Phase 3 – Review	<ul style="list-style-type: none"><li>• Revise and review – knowledge, skills and vocabulary</li><li>• Formative assessment directly linked to progress towards final outcome</li><li>• Recorded performances</li></ul>

# Impact

We understand that we may not see the true impact of our **Music** curriculum on our children as our **music curriculum** is just the beginning of a lifetime of learning.

Our well-constructed and well-taught **music curriculum** leads to great outcomes. Our results are a reflection of what our children have learnt. At St Mary's Catholic Infant and Junior Academies, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of St Mary's Catholic Infant and Junior Academies' **music** curriculum is measured through the following:

- Work is assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate