**A group of children in blue uniforms

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**OUR VISION FOR TREWIRGIE INFANTS’SCHOOL**

**‘We care, we help, we succeed’**

**OUR MISSION:**

* To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
* For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
* To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

**At Trewirgie Infants’ School we believe that Music is an essential part of life, integral in the development of the whole person. Our school gives our children the opportunity to engage in musical experiences which we believe is crucial for the development of the whole child and we aim to give children a lifelong love of music. Engaging in music supports the development of all aspects of a child’s learning, from the physical action of using an instrument and the mathematical skills needed to keep a pulse beat, to the listening to the wide variety of sounds created by both voice and instruments. These abilities are directly transferable to other areas of the curriculum, allowing them to flourish, and will be invaluable in their future life. At our school, children have access to music through regular classroom activities and formal music lessons. Our school uses “Charanga” to support the learning of each strand of the Music curriculum*.***

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| **INTENT**  (curriculum design, coverage and appropriateness) | **IMPLEMENTATION**  (curriculum delivery, teaching and assessment) | **IMPACT**  (attainment and progress) |
| At Trewirgie Infants’ School we believe music is inclusive and accessible to all. We want children to develop a lasting love of music through being exposed to different genres, composers, and styles of music through high quality examples that are performed through live experiences or technology.  Trewirgie Infant & Nursery School use ‘Charanga’ to deliver music lessons. Music lessons are interactive and engaging for children and are structured so that non-specialist teachers are able to teach high quality music lessons. There are different aspects of each lesson: listen and appraise, learn new skills and perform. Children are encouraged to take part in activities and perform as part of a group and have regular access to un-tuned and tuned instruments. As part of the lesson, children’s learning is recorded through writing down quotes, filming performances and recording their improvisations. | All children within the school will have access to regular, structured music lessons with access to un-tuned and tuned instruments. They will have regular opportunities to perform at the end of each unit taught. Children will have opportunities to perform at Harvest assembly, Christmas productions and end of year shows in year 2. The curriculum map outlines the progression of skills throughout the school and builds on previous knowledge. Children will also be exposed to musical terminology, such as pitch, rhythm and beat.  Our curriculum map shows the skills progression throughout the school with planning that builds on previous knowledge and skills to ensure each child progresses during their time with us from their various starting points. Year group planning is allowing children to gain knowledge, master skills, plan, prepare and perform. | At Trewirgie our children show a love of music in various forms, from EYFS pupils using their stage to perform to their peers in the playground to Key Stage 1 children singing skipping rhymes and current popular songs during their playtimes. Each child has the desire to listen to and to perform music whilst being inspired and curious about different genres of music.  Pupil conferencing shows children are happy, engaged, creative, enthusiastic, and motivated to do well and are challenged.  Learning walks by subject leader, senior leadership team, governors, or external visitors shows evidence of our intent in action and progress.  Evidence of learning is shown with photographs, video and recordings alongside planning and end of unit assessments.  Children will have an appreciation of how music can contribute to mood, relaxation, mental health, and wellbeing.  High quality performances are shared with fellow pupils in assemblies and classes and with parents during termly presentations. |

Note: Through using Music Express, skills are reinforced and built upon throughout the scheme. Many of the learning objectives are covered in several units as musical learning does not happen in isolation. However, we have identified where each objective is covered in different units. The scheme also lends itself to changing the order in which lessons are taught so this series of lessons is not set in stone and can easily be adapted to suit children’s interests and needs.

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| **Singing**  ***National Curriculum aim:***  **All pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes** | | |
| EYFS | YEAR 1 | YEAR 2 |
| * To sing along with a pre-recorded voice and add actions * To sing along with a backing track * To sing nursery rhymes and simple songs from memory | * To learn about voices, singing notes of different pitches (high and low) melodies * To learn that they can make different types of sound with their voices using rap or saying words * To learn when to start and stop when following a leader | * I can sing with expression, paying attention to the pitch shape of the melody * I understand pitch through singing, movement and note names |
| **Playing Instruments**  ***National Curriculum aim:***  **All pupils to play tuned and un-tuned instruments musically** | | |
| These are progressive musical activities within each unit that embed pulse, rhythm and pitch. Children will listen to and work with the ‘Games Track’ to complete the following in relation to the main song: | | |
| EYFS | YEAR 1 | YEAR 2 |
| * To find the pulse in a song/nursery rhyme * To copy basic rhythm patterns of single words, building to short phrases | * I can explore and control dynamics, duration and timbre with instruments * I can play percussion instruments at different speeds (Unit 5) * I can play and control changes in tempo (Unit 5) * I can explore sounds on instruments and find different ways to vary their sound (Unit 8) * I can play fast, slow, loud and quiet sounds on percussion instruments * I can use instruments to create descriptive sounds. | * I can listen to and repeat rhythmic patterns on body percussion and instruments * I can accompany a song with vocals ,body percussion and instruments * I can use instruments expressively in response to visual stimuli |

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| **Improvising& Exploring**  ***National Curriculum aim:***  **All pupils to experiment with, create, select and combine sounds using the inter-related dimensions of music** | | |
| EYFS | YEAR 1 | YEAR 2 |
| * Explore high and low using voices * Explore the sounds of and know the name of 5 musical instruments * Invent a pattern using one-pitched notes, keeping the pulse throughout * To begin to create a simple 2-note pattern to accompany a song | * I can improvise descriptive music * I can respond to music through movement * I can create a soundscape using instruments * I can explore different sound sources and materials * I can explore sounds on instruments and find different ways to vary their sound | * I can explore timbre and texture to understand how sounds can be descriptive * I can combine sounds to create a musical effect in response to visual stimuli * I can explore voices to create descriptive musical effects * I can explore different ways to organise music |

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| **Composing**  ***National Curriculum aim:***  **All pupils to experiment with, create, select and combine sounds using the inter-related dimensions of music** | | |
| EYFS | YEAR 1 | YEAR 2 |
| * I can begin to recognise familiar patterns within tunes. * I can identify a repeated chorus. * I can identify the beginning and end of a piece of music. | * I can invent and perform new rhythms to a steady beat * I can create, play and combine simple word rhythms * I can create a picture in sound | * I can compose music to illustrate a story * I can perform and create simple 3 & 4 beat rhythms using a simple score |

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| **Listening**  ***National Curriculum aim:***  ***All pupils to listen with concentration and understanding to a range of high-quality live and recorded music*** | | |
| EYFS | YEAR 1 | YEAR 2 |
| * I can identify when sounds in music change. * I can respond to different moods of music, in   different ways   * I enjoy listening and responding to music | * I can identify changes in pitch and respond to them with movement * I can understand how music can tell a story * I can understand musical structure by listening and responding through movement * I can listen in detail to a piece of orchestral music and identify some instruments | * I can listen to and repeat back rhythmic patterns on instruments and body percussion * I can listen in detail to a piece of orchestral music and identify how it depicts a season * I can listen, describe and respond to contemporary orchestral music |

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| **Appraising**  ***National Curriculum aim:***  ***All pupils to listen with concentration and understanding to a range of high-quality live and recorded music*** | | |
| EYFS | YEAR 1 | YEAR 2 |
| * I can say what I like and dislike about different songs or parts of songs. * I can say how music makes me feel * I can describe some music using appropriate musical vocabulary. | * I can identify a sequence of sounds (Structure) in a piece of music * I can identify a repeated rhythm pattern | * I can identify ways of producing sounds by shakings, striking or plucking * I can identify rising and falling pitch * I can use simple musical vocabulary to describe music |

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|  | **EYFS** | **YEAR 1** | **YEAR 2** |
| **Autumn** | **Autumn 1**  **Key songs and rhymes we will be learning**  Counting rhymes – 5 Little Ducks, Ten in the Bed, 5 Speckled Frogs  Autumn songs and rhymes – Dingle Dangle Scarecrow, All the Leaves are falling down, Autumn Colours  Finger Rhymes to develop fine motor control - Tommy thumb  Grandma’s glasses <https://www.youtube.com/watch?v=Of7i10EVdtE>  **Autumn 2**  **Key songs and rhymes we will be learning**  Counting rhymes –5 Little Men in a Flying Saucer  Space songs and rhymes – Twinkle Twinkle Little Star, Zoom Zoom Zoom, Rocket into Space [Rocket into space - BBC Teach](https://www.bbc.co.uk/teach/school-radio/primary-school-songs-eyfs-ks1-rocket-into-space/zfdfy9q)  **Christmas Production-Performing** | **Unit 1: Hey you!** Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.  **Unit 2: Rhythm in the way we walk and Banana Rap**  This is a lighter unit in content due to Christmas performances.  All the learning is focused around two songs: Rhythm in the way we walk (Reggae style) and Banana Rap (Hip Hop style). The children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.  **Christmas Production-Performing** | **Unit 1: Hands, feet, heart**  This unit is based on a South African song ‘Hands, Feet, Heart’. Children will learn to listen and appraise, play, improvise and compose to the song. Children will listen and appraise a variety of songs of an African origin. This ties in to the celebrations of Black History Month’ in October.  **Unit 2: Ho Ho Ho**  This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Ho Ho Ho - a Christmas song. The children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.  **Christmas Production-Performing** |
| **Spring** | **Spring 1**  **Key songs and rhymes we will be learning**  Counting rhymes –5 Little Men in a Flying Saucer  Space songs and rhymes – Twinkle Twinkle Little Star, Zoom Zoom Zoom, Rocket into Space [Rocket into space - BBC Teach](https://www.bbc.co.uk/teach/school-radio/primary-school-songs-eyfs-ks1-rocket-into-space/zfdfy9q)  **Spring 2**  **Key songs and rhymes we will be learning**  5 little specked frogs  Incy Wincy Spider  Five little bunnies | **Unit 3: In the Groove**  Each session will have a different style of the song ‘In the Groove’ and will cover: Blues, Baroque, Latin, Bhangra, Folk and Funk  **Unit 4: Round and Round**  This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.  The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | **Unit 3: I wanna play in a band**  I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.  As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.  **Unit 4: Zootime**  This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.   Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians. |
| **Summer** | **Summer 1**  **Key songs and rhymes we will be learning**  Big Bear Funk  The Wheels on the Bus  Row Row Row Your Boat  **Summer 2**  Charanga: Reflect, Rewind, Replay – finding the pulse and performing Big Bear Funk. Learning about pitch.  Miss Molly had a Dolly  Doctor Foster went to Gloucester  Busy Farmer Ben (on BBC Nursery Rhymes Website) | **Unit 5: Your imagination**  This unit is based on a contemporary song about using your imagination.  The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  **Unit 6: Rewind, reflect and replay**  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. | **Unit 5: Friendship song**  This is a contemporary song based on being friends. Children listen and appraise film/musicals and ballads.  The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.  **Unit 6: Reflect, rewind and replay**  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus:  * Listen and Appraise Classical music * Continue to embed the foundations of the interrelated dimensions of music using voices and instruments * Singing * Play instruments within the song * Improvisation using voices and instruments * Composition * Share and perform the learning that has taken place |

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|  | **YEAR 1-Hey you!** | **YEAR 2-Hands, feet, heart** |
|  | **The entire unit builds on EYFS understanding of instruments, pulse, rhythm and pitch**  **Unit overview**  **Musical style: Old school hip hop**  Intent: Children will listen and appraise the song ‘Hey You’. They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments.  **Instrumental progression:**  Key: C  Melody note range: C,G  Note values: crotchets, semi-quavers and quavers  Improvisation: C,D,E,F,G  Composition: C,D,E,F,G  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: Singing and performing | **The entire unit builds on the Y1 focus of exploring sounds by using voices expressively and developing skills of singing while performing actions.**  **Unit overview**  **Musical style: South African styles**  Intent: Children will listen and appraise the song ‘Hands, feet, heart’. They will learn the song and have opportunities to improvise their own part to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments.  **Instrumental progression:**  Key: C  Melody note range: F,G,A,B,C  Note values: crotchets, minims, quavers  Improvisation: C,D,E,F,G  Composition: C,D,E,F,G  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: Crotchets and rests |

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|  | **YEAR 1- Rhythm in the way we move & Banana Rap** | **YEAR 2-Ho Ho Ho** |
|  | **This unit continues to build on the children’s knowledge of rhythm and beat. This unit focuses on singing and performing**  **Unit overview**  **Musical style: reggae, hip hop**  Intent: This unit focuses on the children learning the song and performing to an audience.  Implementation: Children will listen and appraise the song. They will then learn and perform the song to an audience using actions. **See detailed Charanga planning**  Future learning: Semibreves, appraising music from a variety of cultural backgrounds. Identifying a change in rhythm | **This unit focuses on listening and appraising and performing to an audience. There is a signed version of the song that can be used**  **Unit overview**  **Musical style: Christmas, big band, Motown, Elvis**  Intent: This unit focuses on the children learning the song and performing to an audience.  Implementation: Children will listen and appraise the song. They will then learn and perform the song to an audience using actions. **See detailed Charanga planning**  **Instrumental progression:**  Key: G  Melody note range: n/a  Note values: crotchets and rests  Improvisation: n/a  Composition: n/a  Future learning: Children will identify steady beat within a song |

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|  | **YEAR 1- In the groove** | **YEAR 2-I wanna play in a band** |
|  | This unit builds on the previous EYFS learning on beat and tempo  **Unit overview**  **Musical style: Blues, Latin, folk, funk, baroque, bhangra**  Intent: Children will listen and appraise the song ‘In the groove’. Each lesson, they will learn the song in a different musical style. They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments.  **Instrumental progression:**  Key: C  Melody note range: C,G,A,C  Note values: crotchets, semi-quavers and quavers  Improvisation: C,D,E,F,G  Composition: C,D,E,F,G  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: Singing and performing | **Unit overview**  **Musical style: Rock**  Builds on: Y1 – identifying rhythm and pulse  Intent: Children will listen and appraise ‘I wanna play in a band’ They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments.  **Instrumental progression:**  Key: F  Melody note range: C,D,F  Note values: minims, quavers, crotchets  Improvisation: F,G,A,C,D  Composition: F,G,A,C,D  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: Appraising music from a reggae background |

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|  | **YEAR 1-Round and round** | **YEAR 2-Zootime** |
|  | This is another important unit which builds on previous Y1 lessons of rhythm, beat and pitch.  Unit Overview  **Musical style: Latin Bossa Nova, film music, big band jazz, mash-up, Latin fusion**  Intent: Children will listen and appraise the song ‘Round and Round. They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments to improvise along with the song.  **Instrumental progression:**  Key: D Minor  Melody note range: D,E,F,G,A,B  Note values: crotchets, minims and quavers  Improvisation: D,E,F,G,A  Composition: N/A  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: Singing and performing | **Unit overview**  **Musical style: Reggae**  Builds on: knowledge in Yr 1 unit ‘rhythm in the way we move  Intent: Children will identify rhythm, beat and pitch  **Instrumental progression:**  Key: C  Melody note range: C,D  Note values: crotchets and quavers  Improvisation: C,D,E,F,G  Composition: C,D,E,F,G  Implementation: Children will listen and appraise the song ‘Zootime’ They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments to improvise along with the song. Children will identify rhythm, pitch and beat. **See detailed Charanga planning**  Future learning: to communicate through a variety of ways including music, Makaton, own signs and movements. |

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|  | **YEAR 1-Your imagination** | **YEAR 2-Friendship song** |
|  | **This unit concentrates on the area of performance and listening skills. It builds on the musical skills in the unit ‘Rhythm in the way we walk’**  **Unit overview**  **Musical style: Pop**  Intent: Children will listen and appraise the song ‘Use your imagination’. They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments to improvise along with the song. They will then perform the song.  **Instrumental progression:**  Key: C  Melody note range: E,G,A  Note values: semiibreves, crotchets, minims  Improvisation: C,D  Composition: C,D,E,G,A  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: Listen and appraisal of classical music. History of music. | **Unit overview**  **Musical style: modern**  Builds on: Yr 1- Combine voices, movement and instruments to perform a song. Builds on knowledge of film/musical songs in the year 1 unit ‘Your imagination’.  Intent: Children will listen and appraise the song ‘Friendship song’. They will learn the song and have opportunities to improvise to the song and then compose their own section of the song. Children will have opportunities to explore the tuned and untuned instruments to improvise along with the song. They will then perform the song.  **Instrumental progression:**  Key: C  Melody note range: C,D,E,F,G,A,B  Note values: crotchet, dotted minim, rests, quavers  Improvisation: C,D  Composition: C,D,E,G,A  Implementation: Listen and appraise songs. Find the beat by following the animals. Learn to sing the song, improvise, compose and perform the song. **See detailed Charanga planning**  Future learning: children can begin to identify instruments of the orchestra through pictures and sounds. |

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|  | **YEAR 1-Reflect, rewind and replay** | **Year 2-Reflect, rewind and replay** |
|  | **Unit overview**  **Musical style: Western Classical music**  Builds on: All units taught in Y1.  This unit builds on the learning of the previous year. Children will listen and appraise classical music and learn about the history of music and where music styles sit on a time line. Children can then choose their favourite units to revisit and consolidate learning  Intent: To learn about the history of music. Consolidation of learning.  Implementation: Children will listen and appraise classical music and see where it sits on a timeline of the history of music. Children will then choose their favourite units of the year to consolidate and revise their learning.  Future learning: Yr2- Using their voices expressively when singing | **Unit overview**  **Musical style: Western classical music**  Builds on: Yr 1- To consolidate and build on learning of classical music in year 1 and 2  This unit builds on the learning of the previous year. Children will listen and appraise classical music and learn about the history of music and where music styles sit on a time line. Children can then choose their favourite units to revisit and consolidate learning  Intent: To identify instruments of this unit builds on the learning of the previous year.  Implementation: Children will listen and appraise classical music and see where it sits on a timeline of the history of music. Children will then choose their favourite units of the year to consolidate and revise their learning.  Future learning: Y3. |

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| **YEAR GROUP VOCABULARY** |

Vocal dynamics

melodies

pitch

timbre

3-4 beat rhythms

texture

Contemporary orchestral

Shake, pluck, strike

pitch

Pulse

Refrain

Chorus

Appreciation

soundscape

Steady beat

Steady

orchestral

sequence

tempo

tempi

duration

Descriptive sounds

repetition

percussion

improvise

chant

rhythm

sound

band

pattern

play

beat

instruments

verse

perform

song

movement