



OUR *Music* CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of Music at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

At Cherry Lane, we provide all children with the opportunity to reach their full potential in all aspects of their learning. All children, regardless of their natural talent, can derive fulfilment and enjoyment from music, which can increase their self-confidence. We believe that music is a valuable aid in the development of children's minds and bodies. As a source of creativity and inspiration, it can enable children to contact and explore their imaginations, develop insight and awareness to aspects, which might otherwise remain dormant.

IMPLEMENTATION

Music is taught through the Charanga Music scheme, in particular the new English Model Music Curriculum scheme which ensures coverage and progression of musical elements and skills. It is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021. The scheme has six units of work for each year group, each with six steps. A step can be taught as a single lesson or the unit can be spread over a few weeks if necessary to fully complete learning. Each unit of work follows a key learning structure to ensure children are able to understand musical concepts. The key learning in every unit includes listening, understanding music, singing, playing instrument parts, improvising, composing and finally performing. Charanga uses a repetition-based approach to learning where different activities are used to understand a musical concept. The repetition-based approach enables children to access a secure, deeper learning and mastery of musical skills and concepts. Each unit of work is divided into six parts: quiz, musicianship options, listening, singing, playing and performing. Each unit has a social theme embedded to promote cross-curricular discussions and critical thinking. There is also a musical spotlight which highlights one musical aspect for deeper consideration. Music lessons are general delivered by class teachers, with support from a specialist recorder teacher in Year 3.

PROGRESSION OVERVIEW

Musical Dimensions	<ul style="list-style-type: none"> *To know that music has a steady pulse, like a heartbeat *To be able to copy short rhythmic phrases *To create rhythms for others to copy *To be able to copy sounds 	<ul style="list-style-type: none"> *To know that music has a steady pulse, like a heartbeat *To know that rhythms are different from a steady pulse *To be able to add high and low sounds (pitch), when they sing or play *To be able to copy short rhythmic phrases *To create rhythms for others to copy 	<ul style="list-style-type: none"> *To know how to find and demonstrate the pulse *To know the difference between pulse and rhythm *To know how pulse, rhythm and pitch work together to create a song *To know the difference between a musical question and an answer 	<ul style="list-style-type: none"> *To know how pulse, rhythm and pitch work together to create a song *To be able to explain the difference between pulse and rhythm *To use pitch (high and low sounds) to create melodies *To create musical ideas for a group to copy or respond to 	<ul style="list-style-type: none"> *To know how pulse, rhythm and pitch work together to create a song *To be able to explain the difference between pulse and rhythm *To use pitch (high and low sounds) to create melodies *To create musical ideas for a group to copy or respond to 	<ul style="list-style-type: none"> *To know how pulse, rhythm and pitch work together to create a song or music *To know how to keep an internal pulse *To create musical ideas for a group to copy or respond to, with increasing difficulty e.g. syncopation/off beat, two and three note riffs
Composing	<ul style="list-style-type: none"> *To create a simple melody using one, two or three notes *To learn how notes of a composition can be written down 	<ul style="list-style-type: none"> *To create simple melodies using one, three or five different notes *To learn how the notes of the composition can be written down and changed if necessary 	<ul style="list-style-type: none"> *To create a simple melody using one, three or five different notes *To plan and create a section of music for a chosen song *To reflect upon their compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo *To record compositions using symbols 	<ul style="list-style-type: none"> *To create a simple melody using one, three or five different notes *To plan and create a section of music for a song *To discuss how their music was created *To reflect upon developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo *To record compositions using symbols or pictorial notation 	<ul style="list-style-type: none"> *To create simple melodies using up to 5 different notes and simple rhythms that work musically *To be able to explain the keynote or home note and the structure of the melody *To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song *To record compositions using pictorial notation 	<ul style="list-style-type: none"> *To create simple melodies using up to 5 different notes and simple rhythms that work musically *To be able to explain the keynote or home note and the structure of the melody *To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song *To record compositions using pictorial notation

EYFS ELG:

Children sing songs, make music and dance, and experiment with ways of changing them.

Breadth of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> *To confidently sing songs from memory and sing them in unison *To sing notes of different pitches (high and low) *To know that their voices can make different sounds 	<ul style="list-style-type: none"> *To know songs off by heart *To know some songs, have a chorus or a response/answer part, and sing these types of songs *To know that unison is everyone singing together *To be able to make different types of sounds with their voices e.g. you can rap 	<ul style="list-style-type: none"> *To sing in unison and in simple two-parts *To follow a leader when singing *To demonstrate a good singing posture *To be able to explore singing solo *To sing with an awareness of being in tune *To have an awareness of the pulse internally when singing 	<ul style="list-style-type: none"> *To confidently sing in unison and in simple two-parts *To follow a leader when singing *To enjoy singing solo *To sing with an awareness of being in tune *To rejoin a song if lost *To listen to the group when singing *To recognise the importance of warming up the voice 	<ul style="list-style-type: none"> *To be able to confidently sing in unison and sing backing vocals *To follow a leader when singing *To enjoy singing solo and experience 'rapping' *To sing with an awareness of being in tune *To listen to each other and be aware of how they fit into the group *To recognise the importance of warming up the voice 	<ul style="list-style-type: none"> *To sing in unison and sing backing vocals *To follow a leader when singing *To enjoy singing solo and experience 'rapping' *To sing with an awareness of being in tune *To listen to each other and be aware of how they fit into the group *To recognise the importance of warming up the voice
Playing	<ul style="list-style-type: none"> *To know the names of the different percussion instruments they are playing *To know how to play a range of percussion instruments correctly *To play a percussion instrument in the instrumental part of the song they perform 	<ul style="list-style-type: none"> *To learn the names of the notes in their instrumental part from memory *To know the name of the instrument they are playing *To be able to hit each plate to get the correct sound *To know how to hold the beaters correctly when playing *To play their musical part in time with the steady pulse 	<ul style="list-style-type: none"> *To know and be able to talk about the instruments used in class *To know how to play the instrument (glockenspiel) correctly *To be able to play anyone, or all differentiated parts on a tuned instrument from memory or using notation *To rehearse and perform a given part of a song 	<ul style="list-style-type: none"> *To be able to play anyone, or all differentiated parts on a tuned instrument from memory or using notation *To know how to play the instrument correctly *To rehearse and perform a given part of a song *To listen to and follow instructions from a leader *To experience leading the playing by making sure everyone plays in the correct section of a song 	<ul style="list-style-type: none"> *To be able to talk about different ways of writing music down e.g. staff notation, symbols *To know the notes C, D, E, F, G, A, B+, C on the treble stave *To be able to play a musical instrument with the correct technique *To rehearse and perform their part in a piece *To lead a rehearsal session 	<ul style="list-style-type: none"> *To be able to talk about different ways of writing music down e.g. staff notation, symbols *To know the notes C, D, E, F, G, A, B+, C on the treble stave *To be able to play a musical instrument with the correct technique *To rehearse and perform their part in a piece *To lead a rehearsal session

Improvisation	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping and singing 	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping, singing and playing 	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping, singing and playing 	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping, singing and playing 	<ul style="list-style-type: none"> *To understand that if you improvise using the notes you have been given, you cannot make a mistake *To be able to improvise using singing and playing *To know 3 improvising musicians 	<ul style="list-style-type: none"> *To understand that if you improvise using the notes you have been given, you cannot make a mistake *To be able to improvise using singing and playing *To know 3 improvising musicians
Performing	<ul style="list-style-type: none"> *To be able to perform a piece of music they have learnt to an audience *To record a performance and say how they feel about it 	<ul style="list-style-type: none"> *To be able to perform a piece of music they have learnt to an audience *To be able to add their own ideas to a performance *To record a performance and say how they feel about it 	<ul style="list-style-type: none"> *To be able to choose what to perform *To choose the best place to be when performing and how to stand and sit *To record their performances and say what they were pleased with, what they would change etc. and why 	<ul style="list-style-type: none"> *To present a musical performance designed to capture an audience *To choose the best place to be when performing and how to stand and sit *To record performances and say what they were pleased with, what they would change etc. and why 	<ul style="list-style-type: none"> *To be able to choose what to perform and create a programme *To record a performance and compare it to a previous performance *To discuss and talk musically about it – what went well? And it would have been even better if... 	<ul style="list-style-type: none"> *To be able to choose what to perform and create a programme *To record a performance and compare it to a previous performance *To discuss and talk musically about it – what went well? And it would have been even better if...
Listening and Appraising	<ul style="list-style-type: none"> *To learn how they can enjoy moving to music *To know what songs they listen to are about *To say whether they like or dislike a piece of music and why 	<ul style="list-style-type: none"> *To learn how they can enjoy moving to music *To know that songs have a musical style and be able to describe these *To say whether they like or dislike a piece of music and why *To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> *To be able to choose a song and talk about its lyrics, musical dimensions, sections of the song and name the instruments used *To confidently identify and move to the pulse *To take it in turns to discuss how a song makes them feel *To listen carefully and respectfully to other people's thoughts about the music 	<ul style="list-style-type: none"> *To be able to choose a song and talk about its lyrics, musical characteristics, musical dimensions, sections of the song and name the instruments used *To confidently identify and move to the pulse *To talk about music and how it makes them feel *To use accurate musical vocabulary when talking about music 	<ul style="list-style-type: none"> *To identify and move to the pulse with ease *To be able to compare two songs in the same style, talking about their similarities and differences *To use accurate musical vocabulary when talking about music *To be able to talk about musical dimensions in music *To talk about music and how it makes them feel *To know and be able to talk about the fact that we each have a musical identity 	<ul style="list-style-type: none"> *To identify and move to the pulse with ease *To be able to compare two songs in the same style, talking about their similarities and differences *To use accurate musical vocabulary when talking about music *To be able to talk about musical dimensions in music *To talk about music and how it makes them feel *To know and be able to talk about the fact that we each have a musical identity

English Model Music Curriculum Scheme

Scheme Overview and Documentation can be found below the grid.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
2 PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
3 PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
4 PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
5 PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
6 PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6

CONSOLIDATION

Music knowledge is revisited at different stages on the learning journey. There are opportunities to revisit prior learning at the beginning of each lesson. This is undertaken by using the visual representations on the screen of prior musical concepts and is further explored in the introduction activity of each lesson. The skills and knowledge here is directly linked to the new learning for that lesson. Unit by unit, children have the opportunity to revisit their skills.



Connecting Across the Curriculum					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics include: <ul style="list-style-type: none"> Counting Days of the week Parts of the body Counting backwards from 10 Animals from around the world Insects Our planet/our solar system Stories Shapes Friendship and building relationships Kindness, respect and helping one another Responsibility Families and traditions Communication Using your imagination Life in different countries Nature, the environment Connections with the past Culture and communities Storytelling and entertainment Individuality and self-expression 	Topics include: <ul style="list-style-type: none"> The importance of communication Working and playing together Stories Caring about other people Developing morals and ethics Music from different parts of the world Playing in a band together Nature; the sun Looking after the planet Identity and accepting one another Friendship and building relationships Kindness, respect and empathy Responsibility Families and traditions Communication Using your imagination Life in different countries Culture and communities Connections with the past Storytelling and entertainment Society and current events Celebrating differences 	Topics include: <ul style="list-style-type: none"> Your place in your family Making friends and understanding each other Developing morals and ethics Using your imagination Life in different countries The way people lived Families Nature, the environment Caring for the planet History and connections with the past Kindness and helping one another Connecting and interacting with others Responsibility Entertainment, storytelling and folklore Society and current events Social justice Identity and accepting others Expressing yourself Culture and traditions; festivals, holidays, celebrations 	Topics include: <ul style="list-style-type: none"> Friends and people we meet How people and children used to live Connecting with history and the way people lived in the past Music from different cultures Music and dancing Music and freedom Making friends and building interpersonal relationships Kindness and empathy Developing morals and ethics Communication, connecting and interacting with others Responsibility Families, your place in your family Using your imagination Life in different countries Culture and communities Traditions; festivals, holidays, celebrations Nature and environmental protection Habitats and ecosystems Entertainment, storytelling and folklore Society and current events Social justice and politics Acceptance, tolerance and respect Personal identity, self-expression and individuality 	Topics include: <ul style="list-style-type: none"> School Heroes The solar system Space Freedom Friendship and building interpersonal relationships Kindness and helping one another, empathy Connecting/interacting with and understanding others Responsibility Families, your place in your family Using your imagination Life in different countries Nature, the environment Connections with history and the way people lived in the past Entertainment, storytelling and folklore Current events and society Social justice and politics Acceptance, tolerance and respect Personal identity, self-expression and individuality Culture and communities Traditions; festivals, holidays, celebrations Sustainability and environmental protection Habitats and ecosystems Our solar system 	Topics include: <ul style="list-style-type: none"> Understanding feelings Friendship, kindness and respect Standing up for democracy and eliminating oppression Knowing our cultural roots Engaging to protect and care for planet Earth: ecosystems, recycling, etc Helping one another and empathy Communicating with others Families, culture and tradition Creativity and using your imagination Life in different countries Culture and communities Nature, the environment History and connections with the past Entertainment, storytelling and folklore Society and current events Politics and social justice Acceptance, tolerance and respect Personal identity, self-expression and individuality Traditions; festivals, holidays, celebrations Environmental protection and sustainability Habitats and ecosystems Our solar system and caring for the planet

KEY VOCABULARY

Musical Vocabulary: Years 1–6

Year 1

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

Year 2

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

Year 3

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5

Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

INCLUSION

Music activities can be particularly effective in their education of children with social and emotional difficulties as music is broad and 'open ended' providing chances to solve problems. Opportunities are provided by the school for these children who are encouraged to express their feelings, work independently or as a group and be responsible for self-regulation. In addition, Charanga provides a new scheme 'Anyone Can play' that is an accessible set of 24 progressive units suitable for younger students or students at any point on the learning difficulty spectrum. Where appropriate, a multi-sensory approach to music incorporating dual coding and visuals is used to support learning for SEND pupils. More able / enthusiastic pupils have the opportunity to receive individual and group tuition in a range of instruments. Particular care is taken to ensure that the contributions of more and less able children to our music lessons is valued.

IMPACT

Monitoring the quality of teaching and standard of music throughout the school is the responsibility of the music coordinator, supported by the SLT. The music subject leader is responsible for monitoring music through teacher planning, learning walks, conversations with pupils and observations. In addition, the music subject lead is responsible for supporting educators in the teaching of music as well as areas of professional development that may be needed.

Assessment

Assessment of music is an on-going process which focuses on the progress and achievement of pupils throughout each Key Stage. Music is assessed through teacher observation of an individual child or group as well as discussions with children. Ongoing formative assessments are made in the following three areas:

- attitudes about learning*
- listening and appraising*
- composing and performing*

Attainment is measured summatively during termly assessments, the results of which are recorded and analysed. Class teachers report annually on pupils' musical attitudes where they are responsible for identifying children's strengths as well as areas for development.