



Level Expected at the end of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>Exploring and using media : Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>
<p><b>Intent</b></p> <p>The National Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>Perform, listen to, review and evaluate music</li> <li>Be taught to sing, create and compose music</li> <li>Understand and explore how music is created, produced and communicated.</li> </ul> <p>At Leighswood the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We want to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.</p>		
<p><b>Implementation</b></p> <p>The ‘Charanga Music School’ curriculum ensures pupils sing, listen, play, perform and evaluate. It uses a PLAN • DO • CHECK • REVIEW approach, supported by planning and assessment documentation, with the facility for you to upload and store digital evidence. This is embedded in the classroom activities as well as singing assemblies and other performances, the learning of instruments, and the joining of one of our choirs. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom pupils learn how to play an instrument- Y2/3 recorders and Y3 / Y4- glockenspiels. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focusing on different dimensions of music, which in turn helps their understanding when listening, playing, or analysing music.</p>		
<p><b>Impact</b></p> <p>Leighswood school children have access to a varied programme through Charanga Music School, which allows pupils to discover areas of strength, as well as areas they might like to improve upon. The integral nature of the music program supports: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p>		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SINGING</b>	Children sing songs, make music and dance, and experiment with ways of changing them.	<i>Children use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>		<i>Children explore solo singing and in ensemble contexts, using their voices with developing accuracy, fluency, control and expression. Children begin to have an understanding of the history of music.</i>		<i>Children perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Children have developed understanding of the history of music.</i>	
		<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>
		Learn about voices, singing notes of different pitches (high and low).	Learn about voices singing notes of different pitches (high and low).	Sing in unison and in simple two-parts.	Sing in unison and in simple two-parts.	Sing in unison and to sing backing vocals.	Sing in unison and to sing backing vocals.
		Learn that they can make different types of sounds with their voices –you can rap or say words in rhythm.	Find a comfortable singing position.	Demonstrate a good singing posture.	Demonstrate a good singing posture.	Demonstrate a good singing posture.	Demonstrate a good singing posture.
		Learn to start and stop singing when following a leader.	Learn to start and stop singing when following a leader.	Follow a leader when singing.	Follow a leader when singing.	Follow a leader when singing.	Follow a leader when singing.
			Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).	Enjoy exploring singing solo.	Enjoy exploring singing solo.	Enjoy exploring singing solo and experience rapping.	Experience rapping and solo singing.
				Sing with awareness of being ‘in tune’.	Sing with awareness of being ‘in tune’.	Sing with awareness of being ‘in tune’.	Sing with awareness of being ‘in tune’.
				Have an awareness of the pulse internally when singing.	Re-join the song if lost.	Listen to the group when singing.	Listen to each other and be aware of how you fit into the group.
					Listen to the group when singing.	Listen to each other and be aware of how you fit into the group.	
		use key vocabulary to demonstrate knowledge and understanding in this strand:  Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, rap, melody, perform, singers, audience	use key vocabulary to demonstrate knowledge and understanding in this strand:  audience, question and answer, melody, dynamics, tempo, audience, rap, Reggae	use key vocabulary to demonstrate knowledge and understanding in this strand:  intro/introduction, verse, chorus, backing vocals, Reggae, Disco pulse, rhythm, pitch, tempo, dynamics, melody	use key vocabulary to demonstrate knowledge and understanding in this strand:  melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics,	use key vocabulary to demonstrate knowledge and understanding in this strand:  melody, cover, Old-school Hip Hop, Rap, Funk, Soul, Rock, Bossa Nova, Swing, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tune/head, note values, note names	use key vocabulary to demonstrate knowledge and understanding in this strand:  Motown solo, Blues, Jazz, Neo Soul, Urban Gospel, by ear, melody, unison, harmony

## PLAYING

<i>Children play tuned and untuned instruments musically.</i>		<i>Children explore playing instruments as a solo and in ensemble contexts, with developing accuracy, fluency, control and expression.</i>		<i>Children perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression.</i>	
<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>
Treat instruments carefully and with respect.	Treat instruments carefully and with respect.	Treat instruments carefully and with respect.	Treat instruments carefully and with respect.	Play a musical instrument with the correct technique within the context of the Unit song.	Play a musical instrument with the correct technique within the context of the Unit song.
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).	Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).	Play any one or all of 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.	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.	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.	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.
Play a tuned instrumental part with the song they perform.	Play the part in time with the steady pulse.	Rehearse and perform their part within the context of the Unit song.	Rehearse and perform their part within the context of the Unit song.	Rehearse and perform their part within the context of the Unit song.	Rehearse and perform their part within the context of the Unit song.
Listen to and follow musical instructions from a leader.	Listen to and follow musical instructions from a leader.	Listen to and follow musical instructions from a leader.	Listen to and follow musical instructions from a leader.	Listen to and follow musical instructions from a leader.	Listen to and follow musical instructions from a leader.
			Experience leading the playing by making sure everyone plays in the playing section of the song.	Lead a rehearsal session.	Lead a rehearsal session.
use key vocabulary to demonstrate knowledge and understanding in this strand: respect, pulse, rhythm, pitch, simple part	use key vocabulary to demonstrate knowledge and understanding in this strand: respect, steady pulse, perform/performance	use key vocabulary to demonstrate knowledge and understanding in this strand: respect, melody, rehearse, perform, tuned instrument	use key vocabulary to demonstrate knowledge and understanding in this strand: respect, melody, rehearse, perform, tuned instrument, leader, section, notation	use key vocabulary to demonstrate knowledge and understanding in this strand: respect, melody, rehearse, perform, tuned instrument, leader, section, rehearsal, notation	use key vocabulary to demonstrate knowledge and understanding in this strand: respect, melody, rehearse, perform, tuned instrument, leader, section, rehearsal, notation

**COMPOSITION**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.

<i>Children experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>		<i>Children begin to improvise and compose music for a range of purposes using the inter-related dimensions of music.</i>		<i>Children will improvise and compose music for a range of purposes using the inter-related dimensions of music. Children will use and understand staff and other musical notations.</i>	
<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>
Help to create a simple melody using one, two or three notes.	Help create three simple melodies with the Units using one, three or five different notes.	Help create at least one simple melody using one, three or five different notes.	Help create at least one simple melody using one, three or all five different notes.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
Learn how the notes of the composition can be written down and changed if necessary.	Learn how the notes of the composition can be written down and changed if necessary.	Plan and create a section of music that can be performed within the context of the unit song and talk about how it was created.	Plan and create a section of music that can be performed within the context of the unit song and talk about how it was created.	Explain the keynote or home note and the structure of the melody.	Explain the keynote or home note and the structure of the melody.
		Record the composition in any way appropriate that recognises the connection between sound and symbol (graphic/ pictorial notation).	Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.	Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
		Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	Record the composition in any way appropriate that recognises the connection between sound and symbol- graphic/ pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol- graphic/ pictorial notation).	Record the composition in any way appropriate that recognises the connection between sound and symbol graphic/ pictorial notation).
use key vocabulary to demonstrate knowledge and understanding in this strand: improvise, compose	use key vocabulary to demonstrate knowledge and understanding in this strand: pulse, rhythm, pitch, improvise, compose	use key vocabulary to demonstrate knowledge and understanding in this strand: Structure, improvise, compose, pentatonic scale, imagination.	use key vocabulary to demonstrate knowledge and understanding in this strand: pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise,  keyboard, electric guitar, bass, drums, melody.	use key vocabulary to demonstrate knowledge and understanding in this strand: improvise, compose, syncopation, structure, tag ending	use key vocabulary to demonstrate knowledge and understanding in this strand: indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, , hook, riff, solo, ostinato, phrases, unison

<b>PERFORMANCE</b>	<i>Children will perform songs and explain how they feel about it.</i>		<i>Children will perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>		<i>Children will make informed choices about performance. They will perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	
	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>
	Choose a song they have learnt from the Scheme and perform it.	Choose a song they have learnt from the Scheme and perform it.	Choose what to perform and create a programme.	Choose what to perform and create a programme.	Choose what to perform and create a programme.	Choose what to perform and create a programme.
	Add their ideas to the performance.	Add their ideas to the performance.	Communicate the meaning of the words and clearly articulate them.	Present a musical performance designed to capture the audience.	Communicate the meaning of the words and clearly articulate them.	Communicate the meaning of the words and clearly articulate them.
	Record the performance and say how they were feeling about it.	Record the performance and say how they were feeling about it.	Talk about the best place to be when performing and how to stand or sit.	Communicate the meaning of the words and clearly articulate them.	Talk about the venue and how to use it to best effect.	Talk about the venue and how to use it to best effect.
			Record the performance and say how they were feeling, what they were pleased with what they would change and why.	Talk about the best place to be when performing and how to stand or sit.	Record the performance and compare it to a previous performance.	Record the performance and compare it to a previous performance.
				Record the performance and say how they were feeling, what they were pleased with what they would change and why.	Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
use key vocabulary to demonstrate knowledge and understanding in this strand:  imagination, performance	use key vocabulary to demonstrate knowledge and understanding in this strand:  imagination, performance, feelings	use key vocabulary to demonstrate knowledge and understanding in this strand:  solo, ensemble, group	use key vocabulary to demonstrate knowledge and understanding in this strand:  performance, solo, ensemble, group, audience	use key vocabulary to demonstrate knowledge and understanding in this strand:  performance, questioning	use key vocabulary to demonstrate knowledge and understanding in this strand:  performance, questioning	

LISTENING AND APPRAISING

<i>Children will listen with concentration and understanding to a range of high-quality live and recorded music.</i>		<i>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children will develop listening with attention to detail and recall sounds with increasing aural memory.</i>		<i>Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children will listen with attention to detail and recall sounds with increasing aural memory. Children will develop an understanding of the history of music.</i>	
<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>	<b>Children can:</b>
Enjoy moving to music by dancing, marching, being animals or pop stars.	Enjoy moving to music by dancing, marching, being animals or pop stars.	Confidently identify and move to the pulse.	Confidently identify and move to the pulse.	Identify and move to the pulse with ease.	Identify and move to the pulse with ease.
	Learn how songs can tell a story or describe an idea.	Learn to think about what the words of a song mean.	Talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).	Think about the message of songs.	Think about the message of songs.
		Learn to take it in turn to discuss how the song makes them feel.	Talk about the music and how it makes them feel.	Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
		Listen carefully and respectfully to other people's thoughts about the music.	Listen carefully and respectfully to other people's thoughts about the music	Listen carefully and respectfully to other people's thoughts about the music.	Listen carefully and respectfully to other people's thoughts about the music.
			Talk using musical words.	Talk using musical words.	Use musical words when talking about the songs.
				Talk about the musical dimensions working together in the Unit songs.	Talk about the musical dimensions working together in the Unit songs.
				Talk about the music and how it makes you feel.	Talk about the music and how it makes you feel, using musical language to describe the music.

		<p>use key vocabulary to demonstrate knowledge and understanding in this strand: Blues, Baroque, Latin, Irish Folk, Funk, bass, guitar, drums, decks, keyboard, percussion, trumpets, saxophones, groove</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: keyboard, drums, bass, electric guitar, saxophone, trumpet, glockenspiel</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: bass, drums, guitar, keyboard, synthesizer, melody, texture, structure, electric guitar, organ, , hook, riff.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: hook, riff choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: bridge, backbeat, amplifier, chorus, bridge, riff, hook appraising, strings, piano, guitar, bass, drums, riff, synthesizer, deck, backing loops, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, groove, riff, bass line, brass section, harmony, melody.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: civil rights, gender equality.</p>
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