

Music Progression Map

Curriculum overview

At Downsell Primary School, we follow the Charanga Model Music Curriculum which is a differentiated, practical, exploratory and child-led approach to musical learning. Charanga's Model Music Curriculum follows the requirements from the national curriculum, therefore enabling children to understand musical concepts through a repetition-based approach to learning. They learn about the same musical concept through different musical activities providing a secure and mastery understanding of musical skills

Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising- Baseline quiz
2. Musical Activities
 - a. Understanding Music
 - b. Listen and respond
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

Musical teaching and learning are not neat nor linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children revisit existing knowledge and skills, building upon previous learning and extend them. This allows learning to be consolidated, children gain increasing confidence in musical abilities and are challenged further. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their

development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Sounds all around me	Singing, listening and responding	Instruments	Listen and respond	Emotions in music	Movement
Year 1	Introducing the beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining rhythm, pulse and Pitch	Having fun with improvisation	Explore sound and create a story
Year 2	Explore simple patterns	Focus on Dynamics and Tempo	Exploring feelings through music	Inventing a musical story	Music makes you dance	Exploring Improvisation
Year 3	Developing notation skills	Enjoy improvisation	Composing using your imagination	Sharing Musical Experiences	Learning more about musical styles	Recognising different sounds
Year 4	Interesting time signatures	Combining elements to make music	Developing pulse and groove through improvisation	Creating simple melodies together	Connecting notes and feelings	Purpose, identity and expression in music
Year 5	Getting started in music tech	Emotions and musical styles	Exploring key and time signatures	Introducing chords	Words, meaning and expression	Identifying important musical expression
Year 6	Developing Melodic phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	Respecting each other through composition

Music at Downsell Primary School

Intent

The **National Curriculum** for music aims to ensure that:

KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

KS1 & KS2

Pupils should:

- receive a minimum of one hour of teaching a week.
- Children should have access to rhythmic and melodic instruments either as part of the whole class instrumental programme or in other classroom teachings.
- In Years 3 or 4, it is **recommended** that each class should start a whole-class instrumental programme lasting a minimum of one term, with further opportunities to develop this prior to the mandatory term – Downsell provides this opportunity all through the academic year.

The **MMC determines** the music should be taught using the following key areas that allows or contributes towards students becoming more fluent and confident developing musicians

• Singing • Listening • Composing • Performing/Instrumental Performance be taught to sing, listen to, compose and perform understand and explore how music is created, produced and communicated

The MMC takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community.

Our approach to music education

Downsell's musical intent is to provide a rich variety of music education. By following the award winning Charanga scheme that is based on the idea of delivering a repetitive based spiral approach in lessons. Lessons are designed to be fun, engaging, diverse, inclusive and differentiated, giving every child the opportunity to progress to the best of their ability. Downsell provides the opportunity for students to listen to music, compose pieces, play instruments, and perform in assemblies, workshops and external opportunities. We believe that music is essential to supporting mental wellbeing and has a magical element to support in every aspect of our students life. The Charanga's scheme has divided "the academic year into six units, each corresponding with one of our six recurring Social Themes, combined with a unique Musical Spotlight."

	<p>At Downsell Primary School, children gain a firm understanding of what music is through listening, singing, playing, improvising, composing and performing, across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, by offering a rich, inclusive and varied curriculum, as well as imbedding a culture of deeper 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>By following the Charanga's Scheme, we follow a step-by-step guide in each lesson, focused on a song in which musical learning is centred. Lessons are completed by lesson plans and resources including technologically based resources, such as listening, singing, performing, composing, improvising and class/ individual discussions. Teachers can easily access their and other year groups outlines including Knowledge and Skills, Musical Progression, Musical Elements and Styles covered.</p>
Implementation	<p>The music curriculum ensures children sing, listen, play, perform and evaluate, regardless of each individual child's starting point. Music is taught as an individual subject, but is imbedded cross circularly. For example, in maths music is imbedded through times tables rock stars, number and nursery rhymes; it is also included in dance/movement through workshops and performances such as assemblies and various concerts (Diversity, Black History Month, Christmas Nativity, Voice in a Million, Downsell's Got Talent, Diwali, African drumming); extra curricular activities (school choir and Rocksteady) as well as the learning of instruments. Weekly singing assemblies gives children the opportunities to develop their singing abilities, and gain confidence in performances.</p> <p>Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of music. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught as a year group, through timetabled lessons so that children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create 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 feeds their understanding when listening, playing, or analysing music. Composing or performing is also done through the use of body percussion and vocal sounds, which develops the understanding of</p>

	<p>musical elements.</p> <p><u>List of additional performances / extra-curricular activities</u></p> <ul style="list-style-type: none"> • School choir • Rocksteady • Diversity assembly • Diwali Dance • Black History Month performances • African drumming • Nativity performances • Sleeping beauty panto • Voice in a Million • Downsell's Got Talent
Impact	<p>Music enables children to develop an understanding of culture and history, both in relation to children 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. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At Downsell Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Parents are involved through year group and whole school performances, extracurricular activities, and opportunities to take part in community events. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p> <p>The Charanga scheme provide the opportunity to</p> <ul style="list-style-type: none"> • Enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding. Formative assessment is embedded into each lesson in the form of higher order questioning, discussions and plenaries.

- Deliver effective and engaging music lessons.
- It is a well-constructed and taught curriculum offered and has effective results that are clearly exhibited in pupils learning.
- Disadvantaged and SEND pupils are fully supported through the Charanga programme.
- Effective progression of knowledge may be viewed in the pupils' lessons. This, alongside the assessment tools within the lessons, offers a balanced outcome for inspectors.
- The school will track the progress of pupils, and record this using the SIMS programme in each year group.

Music Programmes of Study: Key Stage 1 and 2 National curriculum

Reception:

Pupils should be taught to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

	Learning Intentions	Skills
Nursery	<u>Development Matters: 3 and 4 year old</u> <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (pitch match). • Sing the melodic shape (moving melody, such as up and down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and 	Listening Musical Activities <ul style="list-style-type: none"> • Singing • Improvise • Playing instruments • Emotions Performance

	ideas.	
Reception	<p><u>Development Matters: Reception</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listening</p> <p>Musical Activities</p> <ul style="list-style-type: none"> • Movement • Emotions • Singing • Use of instruments <p>Performance</p>

Key Stage 1:

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

	Learning Intentions	Skills
Year 1	<p>Understanding music</p> <p>Listening and responding</p> <p>Singing</p> <p>Playing- with use of instruments</p> <p>Compose and improvise</p> <p>Perform</p>	<p>Find the pulse as they are listening to the main.</p> <p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name two or more instruments they hear</p> <p>Recognise all or many of the instruments they can hear.</p>
Year 2	<p>Understanding music</p> <p>Listening and responding</p> <p>Singing</p> <p>Playing- with use of instruments</p> <p>Compose and improvise</p>	<p>Find the pulse as they are listening to the main.</p> <p>Others will find the pulse to any other unit songs.</p>

	Perform	Recognise and name two or more instruments they hear Recognise all or many of the instruments they can hear.
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Music Programmes of Study: Key Stage 1 and 2 National Curriculum

Key Stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

	Learning Intentions	Skills
Year 3	Understanding music Listening and responding Singing Playing- with use of instruments Compose and improvise Perform	Identify the piece's structure Identify the instruments/voices Find the pulse while listening. Musical Activities using glocks and/or recorders

		Record the performance and discuss their thoughts and feelings towards it afterwards.
Year 4	Understanding music Listening and responding Singing Playing- with use of instruments Compose and improvise Perform	Identify the piece's structure Identify the instruments / voices Find the pulse whilst listening. Musical Activities using glocks and/or recorders. Record the performance and discuss their thoughts and feelings towards it afterwards
Year 5	Understanding music Listening and responding Singing Playing- with use of instruments Compose and improvise Perform	Identify the piece's structure Identify the instruments / voices Find the pulse whilst listening. Musical Activities using glocks and/or recorders (improvise and compose) Record the performance and discuss their thoughts and feelings towards it afterwards
Year 6	Understanding music Listening and responding Singing Playing- with use of instruments Compose and improvise Perform	Describe the style indicators of the song/music Describe the structure of the song Identify the instruments/voices they can hear Talk about the musical dimensions used in the song. Musical Activities using glocks and/or recorders (improvise and compose) Record the performance and discuss their thoughts and feelings towards it afterwards