



## Music at Bardsey Primary School

### Vision

The vision of music at Bardsey Primary School is that music is fully embedded in every aspect of school life and our aspiration is that every child adopts a lifelong love of music.

Through playing, singing, creating and performing, children will develop confidence, communication skills, thinking and creative skills and improve their emotional well-being. Children will find that music is enjoyable and relaxing. Children will build on skills such as determination, resilience, hard-work and bravery.

### EYFS Curriculum

The Music Development for EYFS can be found using the link below.

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

### Key Stage 1 and Key Stage 2 National Curriculum

The National Curriculum for Music in Primary Document can be found using the link below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

### Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.



## Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

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 learning. Teachers deliver music following the Charanga scheme which is 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.

### Key Vocabulary

The promotion of a language rich music curriculum is essential to the successful acquisition of knowledge and understanding in music. Key vocabulary and concepts could be presented in knowledge organisers and will be prominent in music displays.

### Independent learning

In music, children are encouraged to enquire about their topic of interest and develop their independence when developing their musical knowledge and by demonstrating that music is important to the life of the school.

### High Quality Resources

Children will access resources to acquire learning through our music scheme Charanga. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.

### Fieldwork and Outdoor Learning

Across both key stages, children have a range of opportunities to experience music through practical engaging tasks beyond the classroom. To enhance the curriculum for music, school visits by musicians demonstrating new skills and/or by sharing cultural displays of music.

### Educational Visits to enhance their cultural capital

Where applicable, links to music will be made to develop the children's topical learning.

**CPD** Continuous training to ensure teacher skill and knowledge is developed to teach the subject with confidence and accuracy.



## Impact

The impact of teaching music will be seen across the school with an increase in the profile of music

**The impact and measure of our Music curriculum is that pupils are:**

- Whole-school and parental engagement improved through performances
- extracurricular activities and opportunities suggested in lessons/overviews for wider learning

- Encouraging participation in music to develop wellbeing, promoting listening and developing concentration
- Ensure that music is loved by teachers and pupils across school.
- Continuing to build on wealth of musical ability, now and in the future.

### **Leadership, Assessment and Feedback**

The use of key questions ensures opportunities for ongoing assessment. At the end of each Music unit of work from Year 1 to 6. When assessed, it is likely that children will have a mixture of objectives assessed at emerging, expected and exceeding.

The Charanga Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

**Progression Map**

	KS1	LKS2	UKS2
Performing	<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>begin to be able to sing in tune songs with a limited range;</li> <li>sing in time to a steady beat.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>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.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>sing in tune songs with a limited range;</li> <li>sing a song with two or more parts;</li> <li>perform with expression;</li> <li>use correct technique to play instruments.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>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.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>sing with good diction;</li> <li>sing in tune;</li> <li>sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;</li> <li>perform with accuracy and expression, showing an understanding of the context of the music;</li> <li>use correct technique to play instruments with improved confidence and accuracy.</li> </ol>
	<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to play tuned and untuned instruments musically.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>name a variety of instruments;</li> <li>perform with a good sense of beat and rhythm;</li> <li>perform together in an ensemble;</li> <li>change the tempo or dynamics while playing an instrument.</li> </ol>		

KS1	LKS2	UKS2
<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>begin to recognise different genres of music;</li> <li>begin to recognise instruments being played in a piece of music;</li> <li>express their opinion about pieces of music.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>find the beat in a piece of music;</li> <li>explain the tempo, dynamics and duration of a piece of music;</li> <li>begin to recognise some orchestral instruments in a piece of music.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>find the beat in a piece of music;</li> <li>explain the tempo, dynamics, metre, timbre and duration of a piece of music;</li> <li>recognise orchestral instruments and describe their effect in a piece of music.</li> </ol>
	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>recognise a range of music genres;</li> <li>recognise instruments being played in a piece of music;</li> <li>express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>discuss similarities and differences in pieces of music.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>recognise a range of music genres (including from around the world) and describe their characteristics;</li> <li>name a variety of composers and artists associated with different genres of music;</li> <li>recognise instruments being played in a piece of music;</li> <li>express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</li> </ol>

	KS1	LKS2	UKS2
Composing	<p><b>KS1 Music National Curriculum</b></p> <p>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>compose a simple tune using three or four notes;</li> <li>create sound effects for a picture or story, thinking about how music can create a mood;</li> <li>write down their compositions using symbols, pictures or patterns.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>compose a tune using eight notes;</li> <li>compose music that has a recognisable structure (beginning, middle and end).</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>create more complex tunes, thinking about their audience;</li> <li>add lyrics to a composition;</li> <li>compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.</li> </ol>
Notation		<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>recognise crotchets, quavers, semibreves and crotchet rests;</li> <li>begin to be able to recognise some notes on a treble clef staff.</li> </ol>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to use and understand staff and other musical notations.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>recognise crotchets, quavers, semibreves, crotchet and quaver rests;</li> <li>recognise notes on a treble clef staff;</li> <li>understand that notes are positioned differently on a bass clef;</li> <li>read, and play from, music notation;</li> <li>record their own compositions using music notation.</li> </ol>

Knowledge of Music	KS1	LKS2	UKS2
		<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. name some composers and genres of music from different eras.</li> </ul>	<p><b>KS2 Music National Curriculum</b></p> <p>Pupils should be taught to develop an understanding of the history of music.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a. name some composers and genres of music from different eras;</li> <li>b. name different musical periods.</li> </ul>

## Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medlum note range (concert)	Melody note range (concert)	Easy note values	Medlum note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	<i>Singing and performing only</i>							<i>Singing and performing only</i>			<i>Singing and performing only</i>		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>							<i>Consolidation and Revision</i>			<i>Consolidation and Revision</i>			

## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medlum note range (concert)	Melody note range (concert)	Easy note values	Medlum note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medlum note range (concert)	Melody note range (concert)	Easy note values	Medlum note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,BC	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A,	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E,	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		



## Bardsey Primary Curriculum



<b>Music</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Year 1</b>	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
<b>Year 2</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
<b>Year3</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
<b>Year 4</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
<b>Year 5</b>	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
<b>Year 6</b>	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay