

Intent: Our intent for Music in our Infant and Nursery school is to provide a comprehensive, engaging curriculum that inspires children to appreciate and learn about the universal language of music. We aim to instil a love for music where children feel confident to explore their own creativity and talent, whilst promoting their emotional well-being. We focus on establishing strong foundations in key musical skills such as listening, singing, playing, composing and performing. We strive to ensure that all our children have access to a high-quality musical education that is inclusive, diverse, and builds on their strengths and interests.

Diadvantaged/SEND – We believe **all** children can enjoy and engage with the magic of music and that music has an important role to play in every aspect of all our lives.

Implementation: We follow the **Charanga Award-Winning Original Scheme** which provides a fun, holistic, spiral approach to musical teaching and learning.

Each unit of work follows a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

We refer to the Model Music Curriculum KS1 non-statutory Guidance and BBC Teach KS1 Resources to enhance our planning and take the children's learning deeper.

Within the EYFS setting, music is an integral part of children's learning journey. As well as following the Charanga scheme, Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

We have adapted and enhanced the scheme so that over the course of a year children access three Charanga teaching Units; learning three songs by heart and gaining a deep understanding of the key elements of music. Children listen to and appreciate a wide variety of music from BBC Teach Ten Pieces and learn at least four songs from the Model Music Curriculum recommended song list. Children perform their three units of learning at the end of each term in a Music appreciation assembly. They perform songs throughout the year to their year group classes.

We hold weekly singing assemblies and have a school choir that performs to their peers regularly as well as performing in the local community at residential homes and the local Tesco.

Disadvantaged/SEND – The Charanga Scheme is designed to be inclusive, however when needed, teachers make carefully considered adaptations to the Charanga scheme and use the SEND 'Anyone Can Play' scheme from Charanga to support this. Where necessary they direct adult support, use quality first teaching and make adaptations to environment and resources.

Impact: Musical Skills: Our children develop strong foundations in the key musical skills such as **listening, singing, playing, composing, and performing**. They are able to perform a range of musical pieces with confidence, accuracy, and expression.

Banks Road Infant and Nursery School

Emotional Well-being: Our Music provision provides children with a range of opportunities to express themselves through music and explore their interests. They look forward to music lessons, are enthusiastic in their participation and inspired to develop their love for music further.

Our Music provision is inclusive and diverse. It reflects the cultural diversity of our school community and the wider world.

In pupil voice interviews children express their enjoyment for the subject. They are increasingly more confident when naming instruments and using key terminology referring the elements of music e.g. pitch, pulse, tempo, rhythm, dynamics.

Video recordings of performances and the learning journey in lessons show progression of skills e.g. playing a note on a Glockenspiel in time to the music.

Staff confidence to teach music has improved since investing in and rolling out the Charanga scheme.

Substantive, disciplinary knowledge and procedural knowledge

Substantive knowledge in Music is the foundational, factual and technical understanding of music, including its elements like rhythm, pitch, dynamics, timbre, as well as musical history and theory.

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline and how to use that knowledge in practice. For example, by appraising, interpreting, and creating music effectively, rather than just knowing the facts.

Procedural Knowledge in Music is the 'know-how' and practical skills needed to perform musical tasks and compose, such as singing, playing a musical instrument or using musical software effectively.

Vocabulary is crucial to academic success for our children.

The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **progression of knowledge within the threads of learning planning**.

The Interrelated Dimensions of Music

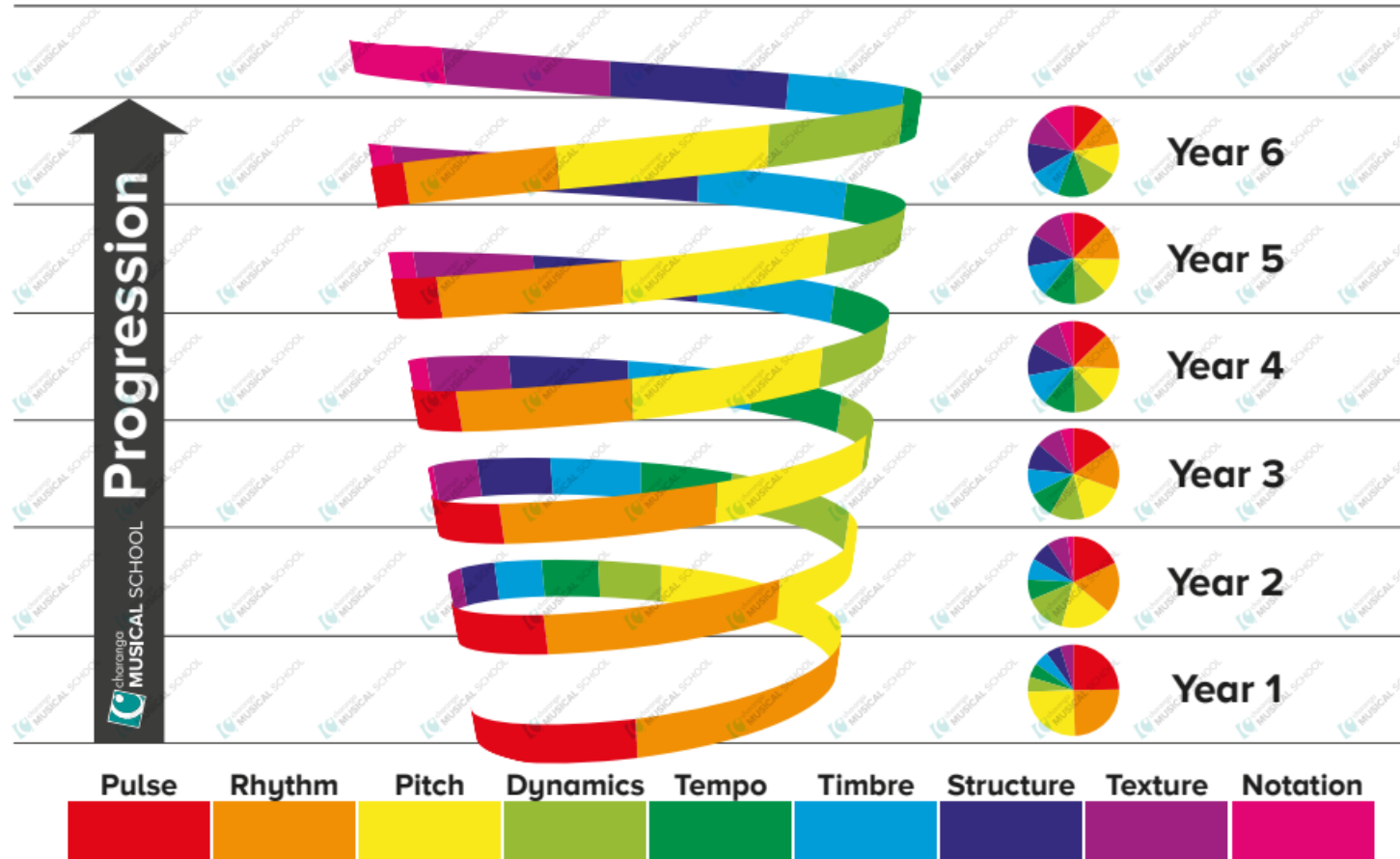
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Banks Road Infant and Nursery School Component Plan

Example from Charanga:

Year A – 1/2	Hey You!	Christmas	Rhythm In The Way We Walk/ Banana Rap	In The Groove	RRR	Practise for a performance
Year B – 1/2	I Wanna Play In A Band	Christmas	Round And Round	Zootime	RRR	Practise for a performance

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>FS1/FS2</u>	Me! Nursery rhymes and action songs.	Christmas Show	Everyone! Nursery rhymes and action songs.	Our World Nursery rhymes and actions songs.	Big Bear Funk A transition unit preparing children for their learning in Y1. Exploring Funk Music	FS Show
<u>Year 1/2</u>	Hey You! Stlye: Old School Hip Hop Topic and cross curricular links: Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffitti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Christmas Show	Rhythm in the Way we Walk and Banana Rap Reggae and Hip Hop Action songs that link to the foundations of music.	In the Groove Blues, Latin, Folk, Funk, Baroque, Bhangra Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Reflect,Rewind, Replay Year 1 Show	Practise for a performance

Threads of Learning

THREADS OF LEARNING : Read down each column. Thread one. Thread 2. Thread 3. Underlined- progression within thread.				
	Listening & Appraising Expressive	Singing Technical	Creating & Exploring (Improvising, composing) Constructive	Playing & Performing Technical
FS1	Substantive Knowledge Threads: To know that we can move with the pulse of the music. Disciplinary Knowledge Threads: To respond physically to music when it changes. To enjoy moving to music by dancing and playing games. To listen attentively and express their feelings.	Substantive Knowledge Threads: To know that our voice can make different sounds. To know a range of well known nursery rhymes and action songs. Disciplinary Knowledge Threads: To join in with songs and rhymes making some sounds. To copy back by humming or singing short phrases.	Substantive Knowledge Threads : To develop a sense of rhythm. Disciplinary Knowledge Threads: Explore a range of sound makers and instruments and play them in different ways; banging, shaking, tapping with increasing control. Taps out simple rhythms- copy	Substantive Knowledge Threads: To know a performance can be watched and enjoyed. To know that instruments and 'found objects' can create sound. Disciplinary Knowledge Threads: To watch a range of performances. To explore and engage with performances with others. Play and perform music with different; dynamics, tempo, pitch and rhythms.
FS2	Substantive Knowledge Threads: To know that we can move with the pulse of the music. Disciplinary Knowledge Threads: To enjoy moving to music by dancing, marching, being animals or Popstars. To find the pulse through movement.	Substantive Knowledge Threads: To explore high pitch and low pitch in the context of the songs e.g. sounds of characters. To know twenty nursery rhymes and action songs off by heart. To know that songs have sections. To know that the words of songs tell stories and paint pictures. Disciplinary Knowledge Threads: To sing along to nursery rhymes and pre-recorded songs, adding their own actions. To sing along with the backing track.	Substantive Knowledge Threads: To develop a sense of rhythm. Disciplinary Knowledge Threads: To copy basic rhythm patterns of single words, building to short phrases from the song. Begin to create simple 2-note patterns to accompany the song.	Substantive Knowledge Threads: To know that a performance is sharing music with an audience. Disciplinary Knowledge Threads: To perform any nursery rhyme adding simple actions. Perform any nursery rhymes or songs adding a simple instrumental part.

Year 1	Listening & Appraising Expressive	Singing Technical	Creating & Exploring (Improvising, composing) Constructive	Playing & Performing Technical
Progression from FS2	Substantive Knowledge Threads: To know that music has a steady pulse like a heartbeat. To know that songs have a musical style. To name two or more of the instruments they hear. Disciplinary Knowledge Threads: To find the pulse while listening to the music by clapping, dancing, marching, being animals or pop stars. To listen to a range of song styles: Old school Hip-Hop, Reggae, Pop and Classical and name some of the instruments they can hear.	Substantive Knowledge Threads: To know that pitch is high and low sounds. To know 5 songs off by heart. 1. Hey You (Old School Hip-Hop) 2. Rhythm in the Way we Walk (Reggae) 3. Banana Rap (Reggae) 4. Your Imagination (Pop) 5. Free choice To know songs, have versus and a chorus. Disciplinary Knowledge Threads: Learn that they can make different types of sounds with their voices- you can rap or say words in rhythm. To learn to start and stop singing when following a leader. To learn to find a comfortable singing position.	Substantive Knowledge Threads: To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that improvisation is making up tunes on the spot. To know composing is writing a story with music. Disciplinary Knowledge Threads: To copy back short rhythmic claps or phrases based on words with one and two syllables whilst marching to a steady beat. To use voices to sing back. To play a rhythm on an instrument using one or two notes in time with the pulse. To write the notes of the composition down and change them if necessary. Use music technology, if available, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example. 	Substantive Knowledge Threads: To know that a performance is sharing music with an audience and can involve a class, a year group or a whole school. Learn the names of notes in their instrumental part. To know and recognise the sound and names of some of the instruments they use. Disciplinary Knowledge Threads: Play a tuned instrumental part: play up to three notes on <i>Glockenspiels</i> To listen to and follow musical instruction from a leader.
YEAR 2	Listening & Appraising Expressive	Singing Technical	Creating & Exploring (Improvising, composing) Constructive	Playing & Performing Technical

<u>Progression from Y1</u>	Substantive Knowledge Threads: To know that music has a steady pulse like a heartbeat. <u>To name different musical styles.</u> Disciplinary Knowledge Threads: To find the pulse while listening to the music by clapping, dancing, marching, being animals or pop stars. To discuss how songs can tell a story or describe an idea. <u>To listen to a range of song styles: South African Styles, Christmas, Big Band, Motown, Elvis, Freedom Songs, Rock.</u>	Substantive Knowledge Threads: To know that pitch is high and low sounds. To know we have high and low sounds when we sing and play our instruments. To know 5 songs off by heart and perform these with confidence. <u>To know that songs have a musical style.</u> To know that unison is everyone singing at the same time. 1. Hands, heart, feet. (South African Music) 2. Ho, Ho, Ho (Christmas Song) 3. I Wanna Play in a Band (Rock) 4. Friendship Song (Pop) 5. Free Choice <u>To identify the different parts of a song e.g. verse, chorus, instrumental.</u> Disciplinary Knowledge Threads: Learn that they can make different types of sounds with their voices- you can rap or say words in rhythm. <u>To learn to find a comfortable singing position.</u> To learn to start and stop singing when following a leader.	Substantive Knowledge Threads: To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that rhythms are different to a steady pulse. To know that improvisation is making up tunes on the spot. <u>To know composing is writing a story with music.</u> Disciplinary Knowledge Threads: To copy back short rhythmic claps or phrases based on words with one and two syllables whilst marching to a steady beat. To use voices to sing back. <u>To create three simple melodies with the Units using up to five different notes.</u> <u>Use music technology, if available, to capture, change and combine sounds.</u> <u>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</u>	Substantive Knowledge Threads: Learn the names of notes in their instrumental part from memory or when written down. <u>To know the names of untuned percussion instruments played in class.</u> Disciplinary Knowledge Threads: Play a tuned instrumental part: play up to five notes on <i>Glockenspiels</i> To listen to and follow musical instruction from a leader. <u>To play the part in time with a steady pulse.</u> <u>To add their own ideas to the performance.</u> <u>To record the performance and say how they were feeling about it.</u>
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Reception

The words listed for Reception are to prepare the children for the learning in Year 1. These words will be revisited in Year 1 for consolidation.

Words you need to know: Pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, the names of the percussion instruments regularly used in class eg glockenspiel, drum, bells, woodblock.

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.

Sticky Knowledge/Retrieval

Sticky knowledge refers to key information that is not only well understood but also easily retained and recalled over time. This concept is crucial as it enhances pupils' ability to apply their knowledge in varied contexts, facilitating deeper comprehension and long-term retention. It incorporates key vocabulary, knowledge, key questions and considerations.

Sticky knowledge combines a variety of methods to support pupils' retention: immediate retrieval, short term memory and spaced retrieval; each method playing a significant part in the children's memory and ability to retain key learning, knowledge and skills.

At Banks Road sticky knowledge tasks are planned thoroughly to ensure appropriate coverage of all wider curriculum subjects and the units and key learning within them.

In Foundation Stage time is set aside at the beginning of each session to focus on previous learning and there are sessions each day to focus on sticky knowledge tasks, primarily through their use of floorbooks and learning journey walls.

In Key Stage One retrieval is built into the start of every lesson and spaced retrieval is planned each half term using the learning walls and daily retrieval discussions.

Assessment Criteria

EYFS	
<u>Listening and Appraising</u> ➤ To find the pulse in different ways and show this through actions e.g. marching, jumping, moving like a character from the song. ➤ To recognise and name some of the characters and stories in the songs.	<u>Singing</u> ➤ Learn to sing the song in unison with support. ➤ Add actions or substitute a word in some sections. ➤ Enjoy singing a song from memory.
<u>Creating and Exploring</u> ➤ Copy back the rhythm of their name. ➤ Clap the name of a friend for others to copy. ➤ Copy back the rhythm of words from the video. ➤ Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. ➤ Play a 1-note pattern in time with the pulse.	<u>Playing and Performing</u> ➤ Choose one of the songs and perform it with any actions you have created. ➤ Enjoy the challenge of performing with just the backing track.
YEAR 1	
<u>Listening and Appraising</u> ➤ To know that music has a steady pulse like a heartbeat. ➤ To find the pulse while listening to the music by <u>clapping</u>, dancing, marching, being animals or pop stars.	<u>Singing</u> ➤ To make different types of sounds with their voices in time with the music- by singing or rapping in rhythm. ➤ To know that pitch is high and low sounds ➤ To know five songs by heart

➤ To know that songs have a musical style: <u>Old school Hip-Hop, Reggae, Pop and Classical and name some of the instruments they can hear.</u> ➤ To name two or more instruments they hear: singers, keyboard, bass, guitar, percussion, decks etc.	
<u>Creating and Exploring</u> ➤ To copy back short rhythmic claps or phrases based on words with one and <u>two syllables whilst marching to a steady beat.</u> ➤ <u>To explore and invent own symbols of graphic notation.</u>	<u>Playing and Performing</u> ➤ Play a tuned instrumental part: play up to three notes on <i>Glockenspiels</i> in time with the music. ➤ To know that a performance is sharing music with an audience <u>and can involve a class, a year group or a whole school.</u>
YEAR 2	
<u>Listening and Appraising</u> ➤ To know that music has a steady pulse like a heartbeat. ➤ <u>To find the pulse while listening to the music by clapping, dancing, marching, being animals or pop stars.</u> ➤ To name different musical styles: <u>South African Styles, Christmas, Big Band, Motown, Elvis, Freedom Songs, Rock.</u> ➤ To name most instruments they hear: singers, keyboard, bass, guitar, percussion, decks etc.	<u>Singing</u> ➤ To know five songs off by heart <u>and perform these with confidence.</u> ➤ To make different types of sounds with their voices in time with the music- by singing or rapping in rhythm <u>and find a comfortable singing position.</u> ➤ To know that pitch is high and low sounds <u>and that we have high and low sounds when we sing and play our instruments.</u>
<u>Creating and Exploring</u> ➤ To copy back short rhythmic claps or phrases based on words with one and <u>two syllables whilst marching to a steady beat.</u> ➤ Use music technology, <u>graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</u>	<u>Playing and Performing</u> ➤ Play a tuned instrumental part: play up to five notes on <i>Glockenspiels</i> in time with a steady pulse. ➤ To record a performance and say how they were feeling about it.