

Our Music Curriculum



Our Aim

Our aim is to make sure that every child at Parkside has a variety of musical experiences and leaves our school with an enthusiasm and love of music and the arts.

We encourage creativity within Music lessons. Children have opportunities to compose their own music, collaboratively or independently, using instruments and their voices. We believe that music should help children to develop the skills to work together harmoniously.

As part of the Music provision at Parkside, children attend a weekly whole school singing assembly. In addition, professional music teachers provide tuition in Year 3 (recorders), Year 4 (trumpet) and Year 5 and 6 (guitar).

We would like children to grow into confident performers. At Parkside, they have opportunities to share their skills in concerts, productions and other performances throughout each school year.

Children from Year 1 to 6 will follow the expectations of the National Curriculum. **Our KS1 and KS2 Music curriculum covers all the areas required and actually goes beyond it.**

In the Early Years Foundation Stage (EYFS), children in Nursery and Reception will follow the expectations of the EYFS Framework. The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

Music learning is covered within the Specific area of **Expressive Arts and Design**. **Our EYFS Music curriculum covers the Being Imaginative and Expressive element.**

Our Music Curriculum Construction

The driving force behind the construction of the music curriculum at Parkside Primary School is to give the children as many opportunities as possible to have hands-on experience of a range of instruments. Concurrent with this, we aim to provide a multitude of occasions where the pupils can perform to others. We want every child in this school to feel confident enough to perform in front of an audience. We also want them to enjoy this process.

With these aims in mind, children in Year 3 are trained to play the recorder, children in Year 4 have teaching in playing the trumpet, children in Year 5 have tuition in playing the guitar and Year 6 have advanced teaching also in the guitar [all from specialist (peripatetic) music teachers]. Further to this, in line with giving our Year 6 students enhanced responsibility, they also have the task of learning new songs and teaching them to the rest of the school.

Some of the regular opportunities afforded to the children to perform are:

- Class assembly [including Reception] performed to parents/carers [apart from Nursery].
- Maths Day assembly, arranged by Year 6, for the whole school [apart from Nursery], where the Year 6 children teach the other children new maths songs.
- Reception Nativity performed to parents/carers and their families.
- Nursery Christmas Songs performed to parents/carers and their families.
- KS1 + KS2 carol concert for parents/carers and their families.
- KS1 + KS2 musical Nativity, arranged by Year 6, for special visitors [including The Friends of Parkside and neighbours of Parkside] and parents/carers of Year 6 children.
- Musicality – a celebration of song performed by the whole school [apart from Nursery] for parents/carers and their families.
- Year 6 Leavers Production.
- Talent Shows arranged by Year 6 children.

We also hold a weekly singing assembly where the children sing a range of songs including specially written Parkside songs – set to a variety of modern music. This impacts with extreme positivity on the children in terms of SMSC and also in terms of their own music appreciation and composition. Some of the children have produced their own versions of well-known songs for class assemblies or events like talent shows. They also sing songs accompanied by the piano, which is a different skill from singing to a pre-recorded accompaniment. Additionally we have the ‘Composer of the Week’ and their music is played at the beginning of assemblies during that week. We choose from a range of genres, instruments and times. This adds to the children’s musical lexicon.

We have a range of visitors to the school performing to the children, as we feel hearing music played live is an incredibly enriching experience. This has led to many children taking up the opportunity to have instrumental lessons during the school day. We place so much importance on the effect of our music provision that specialist teachers give individual [paid] tuition and timetables are changed regularly so that the recipients don’t continually miss the same curriculum subject. A choir runs at lunchtime and after school.

As a consequence to these enhancements to the provision of music at Parkside we realised we needed a scheme that would:

- Be non-specialist friendly
- Cover a wealth of different musical genres and styles from a range of time frames.
- Tap into the children’s love of singing
- Not limit teachers with experience of music
- Allow utter flexibility to allow us to pursue other avenues of provision as appropriate

We have therefore adopted the Charanga Primary Music Curriculum as it fulfils the needs outlined and enhances our provision in a multitude of other ways.

Charanga is a spiralsised curriculum which uses repetition to aid memory, retention and retrieval and to gradually deepen learning. It also means it is inherently flexible.

Mastery in our music lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Each strand of musical learning from Reception to Upper Key Stage 2 enables the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or 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 can both develop new musical skills and concepts, and re-visit established musical skills and concepts as they shift along the spiral learning curve.

Repeating a musical skill does not mean their progress is slowing down or their development is moving backwards! It is just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Listening and Appraising

The aim of this scheme is to engage children with a wide variety of music and to encourage their love for it to grow. The last thing we want is for them to put music into 'boxes': "I don't like classical music" or "I don't like jazz". We want them to listen to ALL STYLES and to have informed discussions about that music. It is important to remember that Stevie Wonder and Pharrell Williams are as important within the history of music as Beethoven and Stravinsky.

Contextualisation is key to understanding the place of the development of all musical styles within history. Stravinsky was composing at the same time that Charlie Parker was improvising and composing and they both influenced musical development and each other.

The curriculum is about internalisation, pulse work, musical language, developing a knowledge of styles of music, forming opinions and confidence building. All of these fundamentals are covered in Charanga with the bonus that the children have fun.

Additional benefits of the Charanga Scheme are:

- Engaging and exciting whiteboard for every lesson.
- There are songs and other resources for over 30 topics. This is brilliant for cross-curricular work and can also be used for class assemblies.
- Stand alone units of work that increase the level of flexibility.
- Resources to provide tuned instrumental teaching.
- Knowledge Organisers to support memory, retrieval and retention.
- Assessment Sheets for each unit of work.
- The scheme gradually builds the confidence in the children to both improvise and compose.
- Singing tips to improve vocal performance.
- Exemplar questions to support listening and appraising. This links to developing analytical skills in other subjects.
- A listening centre – which is a collection of music covering a wide range of periods, styles and genres. There are 4 sections:
 - Listen By Style Genre and Era with over 150 musical works to choose from
 - Active Listening – a guided Classical music library with questions and answers, fast facts and historical context
 - Listening Calendar – a library of listening for every month of the year linking musical listening to specific dates
 - BBC Ten Pieces - an exciting new BBC-led initiative for primary schools focusing on Classical music and creativity
- Charanga Sing contains a growing bank of over 500 songs for all occasions all ages and for all groupings from soloists to massed choirs. The repertoire covers a wide range of styles, cultures and purposes
- Creative Apps
 - Rhythm Grids are great for introducing simple compound 2, 3 and 4-beat time signatures.
 - Music Explorer is an app that supports lots of different musical activities including pulse games, listening skills, improvising,

composing and use of notation.

- Percussion Writer which is a great way to play along with excerpts from famous works or create their own simple classroom percussion pieces.
- Musical Toolkit supports the learning and understanding of music concepts such as pulse, rhythm and pitch. The Toolkit contains engaging cartoons which the children will enjoy watching time and time again.

Optional homework ideas are offered to the parents/carers every term to link to our Music scheme of work.

Music Curriculum Overview

Nursery and Reception follow the EYFS curriculum and use 'Charanga' to enhance their provision.
KS1 classes follow the 'Charanga' scheme of work. KS2 only use it if there is an issue with their default option.

Year 3 have tuition in playing the recorder.

Year 4 have tuition in playing the trumpet.

Year 5 have tuition in playing the guitar.

Year 6 have advanced tuition in playing the guitar (Autumn/ Spring Term) and learn new songs to teach the rest of the school.

Nursery perform songs in the Autumn term for their Christmas performance.

Reception perform songs in the Autumn term for their Christmas Nativity.

Year 1-6 perform songs in the Autumn term for their Christmas performance.

Throughout the year, each Reception- Year 5 class perform a song/s in their own class assembly to their parents/carers.

Year 6 perform songs in the Summer term in their own end-of-year performance to their parents/carers.

Reception- Year 6 perform songs in the Summer term for their Musicality performance.

Music Curriculum Overview

YEAR GROUP	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Nursery	Miraculous ME!	Enchanting Elmer!	Trusty Transport!	Famous Fairy tales!	Awesome Animals!	Reliable Rainbow Fish
	Everybody do this Listening walk, Classical painting Copy that – percussion sounds Rain, rain	Name that tune, Shake your sillies out Head, shoulders, knees and toes, Story time clap, Double trouble,	Simon says – clap clap clap! Story sound effects Pop painting Where is? Pass the rhythm Change the song	Count the syllable Make your sound like mine Change the tempo Experimenting with drums Musical status	Experimenting with Shakers Playing the triangle Playing the castanets Shake to the music	Rainbow fish – Part 1 Rainbow fish – Part 2 Count on me Sit down, stand up Bought me a cat
		Christmas Performance Learning words, singing and performing.				

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Reception	Me Learn to sing nursery rhymes and actions.	Everyone Embedding foundations of the interrelated dimensions of music.	Big Bear Funk Improvising learning to playing classroom instruments.
	My stories Listening and responding to different styles of music.	Our World Learning to sing or sing along with nursery rhymes and action songs.	Musicality Learning to perform (with the maximum emotional impact) their songs for musicality.
	Christmas Nativity Learning words, singing (including volume control) and performing.		
1	Introducing Beat How can we make friends when we sing together?	Introducing Tempo and Dynamics How does music make the world a better place?	Having fun with improvisation What songs can we sing to help us through the day?
	Adding Rhythm and Pitch How does music tell stories about the past?	Combining Pulse, Rhythm and Pitch How does music help us to understand our neighbours?	Musicality Learning to perform (with the maximum emotional impact) their songs for musicality.
	Christmas Performance Singing (including volume control, pitch and timing) and performing with confidence.		
2	Exploring simple patterns How does music help us to make friends?	Exploring feelings through music How does music make the world a better place?	Music that makes you dance How does music make us happy?
	Focus on Dynamics and Tempo How does music teach us about the past?	Inventing a musical story How does music teach us about our neighbourhood?	Musicality Learning to perform (with the maximum emotional impact) their songs for musicality.
	Christmas Performance Singing (including volume control, pitch and timing) and performing with confidence.		

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
3	The recorder basics and learning to play	Practising recorder techniques and reading musical notation	Refining recorder techniques and performance
	Christmas Performance Singing (including volume control, pitch and timing) and performing with confidence.		Musicality Learning to perform (with the maximum emotional impact) their songs for musicality.
4	The trumpet basics and learning to play	Practising trumpet techniques and reading musical notation	Refining trumpet techniques and performance
	Christmas Performance Singing (including volume control, pitch and timing) and performing with confidence.		Musicality Learning to perform (with the maximum emotional impact) their songs for musicality.

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
5	The guitar basics and learning to play	Practising guitar techniques and reading musical notation	Refining guitar techniques and performance
	Christmas Performance Singing (including volume control, pitch and timing) and performing with confidence.		Musicality Learning to perform (with the maximum emotional impact) their songs for musicality

6

Refining guitar techniques and performance (advanced)

Refining the quality of guitar performance (advanced)

Learning To Teach

Learning how to model existing Parkside Songs and other favourites to the school
Teaching the school new songs [including songs for Maths Day].

Singing In Harmony

Focussing on 2 and 3 part songs and modelling for the school.

Sharing The Love

Ensuring all the school are able to sing our full repertoire of Parkside Songs and other favourites confidently and accurately and with sustained energy and enjoyment.
Ensuring the Year 5 children are ready to take over the mantle of responsibility for singing across the school during the following year.

Leading The School

Learning Christmas songs and carols to take the lead in the annual Carol Concert for special visitors and the Christmas Concert for parents and families.

Practising For Perfection

Modelling:
Clear articulation.
Good singing stance.
Breathing Control.
Utilising a range of sound levels for effect.
All the attributes of a good singer (see our Parkside's Singing Strategy).

The Ultimate In Performing

Learning and perfecting songs for the Year 6 End of Year Production.

Christmas Performance

Singing (including volume control, pitch and timing) and performing with confidence.

Learning to perform (with the maximum emotional impact) their songs for musicality.

Overview of Skills- Being Imaginative and Expressive-Nursery

EYFS Framework Early Learning Goals: Expressive Arts and Design: Being Imaginative and Expressive

Children at the expected level of development will;

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music

Nursery (3- 4 years)

- Listen with increased attention to sounds.
- 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, down and up) of familiar songs
- Respond to what they have heard, expressing their thoughts and feelings.
- Play instruments with increasing control to express their feelings and ideas.
- Create their own songs or improvise a song around one they know

Overview of Skills- Being Imaginative and Expressive-Reception

Listen and Respond

Skills

- To learn that music can touch your feelings.
- To enjoy moving to music by dancing, marching, being animals or Pop stars.

Explore and Create

Skills

- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and can paint pictures in your mind.

Singing

Skills

- To sing along with a pre-recorded song/rhyme and add actions.
- To sing along with the backing track.

Share and Perform

Skills

- Perform any of the nursery rhymes by singing and adding actions or dance.
- Perform any nursery rhymes or songs adding a simple instrumental part.
- Record a performance to talk about it.

Songs, Musical Artists and Musical Styles that can be referenced- Reception

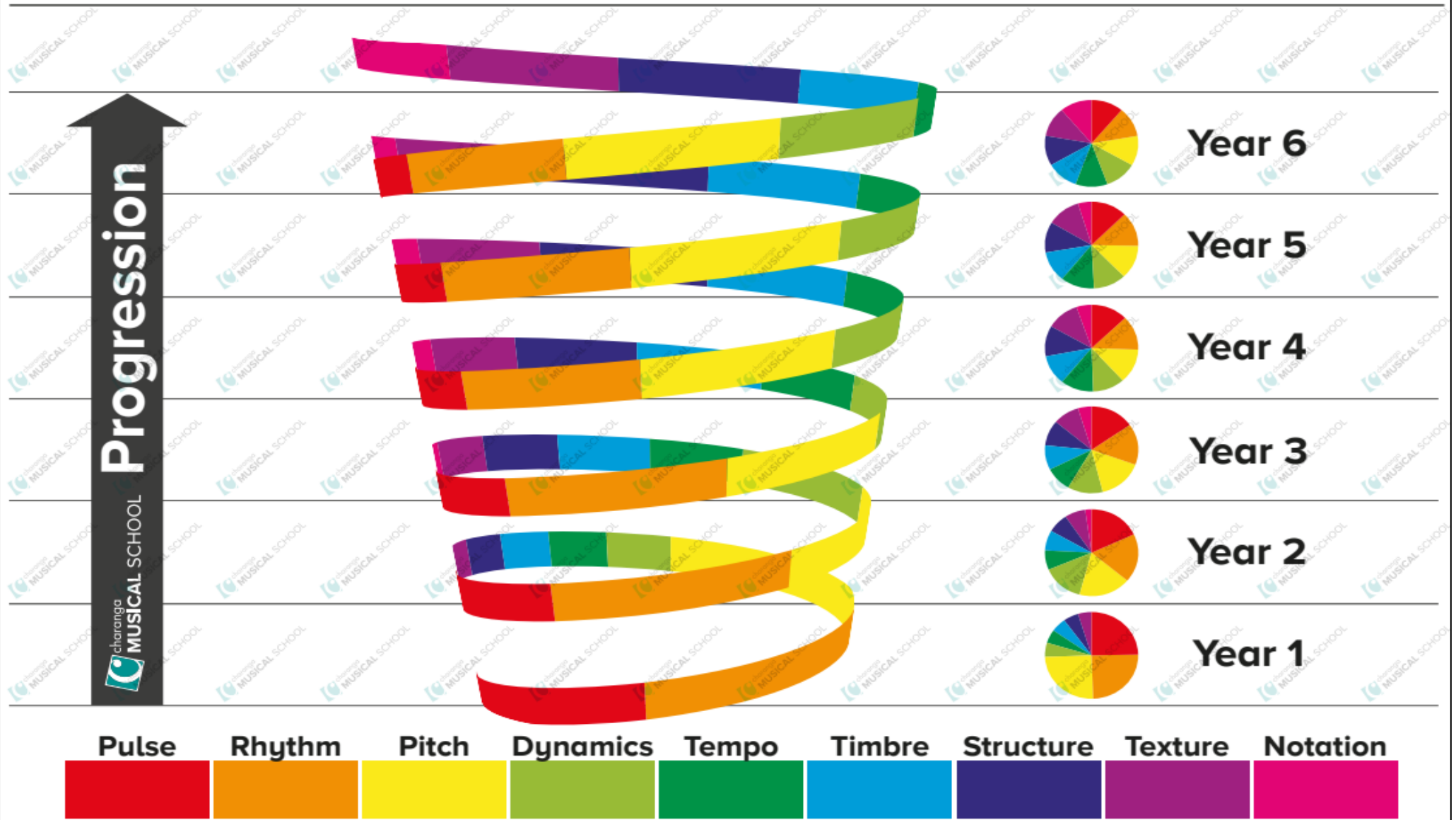
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me!	My Stories	Everyone!	Our World	Big Bear Funk!	
Musical styles/genre	Pop, Contemporary music, Hip-hop	Pop, Funk, Contemporary music, Hip-hop , Jazz- Swing	Contemporary music, Classical, Pop	Pop, Funk, Contemporary music, Hip-hop , Jazz- Swing	Pop, Funk	Musicality
Songs/Musical artists	Celebration by Kool And The Gang (1980) Happy by Pharell Williams (2013) Sing A Rainbow by Peggy Lee (1955) Happy Birthday by Stevie Wonder (1980) Our House by Madness (1983)	Roll Alabama by Bellowhead (2014) Boogie Wonderland by Earth Wind And Fire (1979) Don't Go Breaking My Heart by Elton John and Kiki Dee (1976) Ganesh Is Fresh by MC Yogi (2022)	We Are Family by Sister Sledge (1979) Horn Concerto No 4: Third Movement – Rondo by Mozart (1781)	Lovely Day by Bill Withers (1977) Beyond The Sea sung by Robbie Williams (2001) Mars from The Planets Suite by Gustav Holst (1914- 1917) Singin' In The Rain performed by Gene Kelly (1952)	Don't You Worry 'Bout a Thing sung by Incognito (1992)	

The Interrelated Dimensions of Music- Year 1 to Year 6

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.



Overview of Skills KS1

National Curriculum: 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 interrelated dimensions of music

Overview of Skills- Year 1

Listen and Appraise

Skills

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Interrelated Dimensions of Music

Skills

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.

Singing

Skills

- Learn about voices, singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
- Learn to start and stop singing when following a leader.

Playing

Skills

- Treat instruments carefully and with respect.
- Play a tuned instrumental part with the song they perform.
- 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).
- Listen to and follow musical instructions from a leader.

Improvisation

Skills

- Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- Improvise! –improvise using one or two notes.

Composition

Skills

- Help to create a simple melody using one, two or three notes.
- Learn how the notes of the composition can be written down and changed if necessary.

Performance

Skills

- Choose a song they have learnt and perform it.
- They can add their own ideas to the performance.
- Record the performance and say how they were feeling about it.

Songs, Musical Artists and Musical Styles that can be referenced- Year 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having fun with improvisation	Musicality
Musical styles/ genre	Hip-hop, Pop, Jazz, Gospel, Classical	Pop, Reggae, Orchestral, Gospel	Pop, Waltz, Reggae, Funk, Lullaby, 20 th /21 st Century Orchestral	Pop, Waltz, Jazz-Swing, Lullaby, 20 th /21 st Century Orchestral	Pop, Jazz-Swing, Classical	
Songs/ Musical artists	Piano Sonata No. 11 - III. Rondo Alla Turca- Wolfgang Amadeus Mozart (1783)	Daisy Bell (Bicycle Built For Two)- Harry Darce (1892) I'm a Little Teapot- George Harold Sanders and Clarence Z. Kelley (1939)	Cinderella, Op.87: 37-Coda - Sergei Prokofiev (1944)	The Planets- Mars- Gustav Holst (1914-17)	Sonata In C Major Hob. XVI:150 - 3rd Movement- Franz Joseph Haydn (1794)	

Overview of Skills- Year 2

Listen and Appraise

Skills

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.

Interrelated Dimensions of Music

Skills

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
- Rhythms are different from the steady pulse.
- We add high and low sounds, pitch, when we sing and play our instruments.

Singing

Skills

- Learn about voices singing notes of different pitches (high and low).
- Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.

Playing

Skills

- Treat instruments carefully and with respect.
- 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 the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

Improvisation

Skills

- Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
- Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
- Improvise –using one or two notes.

Composition

Skills

- Help create three simple melodies with using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.

Performance

Skills

- Choose a song they have learnt and perform it.
- They can add their ideas to the performance.
- Record the performance and say how they were feeling about it.

Songs, Musical Artists and Musical Styles that can be referenced- Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Exploring simple patterns	Focus on Dynamics and Tempo	Exploring feelings through music	Inventing a musical story	Music that makes you dance	Musicality
Musical styles/ genre	Rock, Pop, Jazz, Gospel, 20 th Century Orchestral	Jazz, Jazz-Swing, Pop, 20 th /21 st Century Orchestral	Pop, Rock 'n' Roll, Jazz- Ragtime, Kwela	Pop, Gospel, Jazz-Swing, , Romantic 20 th Century Orchestral, Marching band	Pop/Jazz, Rock, Film Music, Calypso	
Songs/ Musical artists	Bolero- Maurice Ravel (1928) Eyes of the Tiger- Survivor (1982)	For the Beauty of the Earth- John Rutter (1994) Fascinating Rhythm- George and Ira Gershwin (1924)	Maple Leaf Rag- Scott Joplin (1899) Let's Twist Again- Karl Mann/ Dave Appell (1961)	Piano Trio In A Minor- Amy Beach (1938) Swing Time: The Way You Look Tonight- Jerome Kern and Dorothy Fields (1936)	Flying Theme from the film E.T- John Williams (1982) Moon River- Henry Mancini (1960)	

Overview of Skills KS2

National Curriculum: Key Stage 2

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 interrelated 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

Overview of Skills- Year 3

Playing Instruments

Skills

- To treat instruments carefully and with respect.
- 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.
- To rehearse and perform their part within the context of a song.
- To listen to and follow musical instructions from a leader.

Listen and Appraise

Skills

- To confidently identify and move to the pulse.
- To think about what the words of a song mean.
- To take it in turn to discuss how the song makes them feel.
- Listen carefully and respectfully to other people's thoughts about themusic.

Interrelated Dimensions of Music

Skills

- Find the pulse effectively
- Find the rhythm: Clap and say back rhythms/ Create your own simple rhythm patterns/ Perhaps lead the class using their simple rhythms
- Find the pitch: Copy back – ‘Listen and sing back’ (no notation)/ Copy back with instruments, without then with notation/ Copy back with instruments, without and then with notation

Singing

Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being ‘in tune’.
- To have an awareness of the pulse internally when singing.

Improvisation

Skills

- Improvise using instruments in the context of a song they are learning to perform.
- **Copy Back** – Listen and sing back
- **Play and Improvise** – Using instruments, listen and play your own answer using one note.
- **Improvise** – Take it in turns to improvise using one note.

- **Sing, Play and Copy Back** – Listen and copy back using instruments, using two different notes.
- **Play and Improvise** – Using your instruments, listen and play your own answer using one or two notes.
- **Improvise** – Take it in turns to improvise using one or two notes.

- **Sing, Play and Copy Back** – Listen and copy back using instruments, two different notes.
- **Play and Improvise** – Using your instruments, listen and play your own answer using two different notes.
- **Improvise** – Take it in turns to improvise using three different notes.

Composition

Skills

- Help create at least one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed-Talk about how it was created.
- 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 (e.g. graphic/pictorial notation).

Performance

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Playing the recorder (Year 3)- Skills Overview

Autumn Term	Spring Term	Summer Term
The recorder basics and learning to play:	Practising recorder techniques and reading musical notation:	Refining recorder techniques and performance:
Skills to be developed: • An introduction to woodwind instruments/ musical instrument families (flutes) • An introduction to breathing approaches- having a relaxed stance, taking deep breaths by dropping your jaw and breathing into the bottom of your lungs • Blowing through the mouthpiece or to make a sound • Practise using the optimum mouth shape to blow successfully into the recorder • Focus during vocal warm-ups • Covering the holes with fingers and thumb – left hand above right hand • Understanding the parts/ names of a recorder- Understand what they are used for • Making sounds- initially blowing air in a constant, over a long note • Simple introduction to notes- 'B' / 'A' / 'G' • Following simple tunes- start to understand simple musical notations	Skills to be developed: • Minimal dynamic changes are introduced • A range of tempos, styles and keys • Learn the right hand notes. E, D and F# • Using the technique Pinching the Thumb to produce higher notes • Playing/ performing as a group- simple moving to more complex tunes	Skills to be developed: • New notes, including sharps, flats and the upper octave are introduced • Notes low C, F#, high C#, low C#, Bb, high E and high F. This completes all the notes of the scales of C, D, F and G • Mastering the notes learnt previously • Playing sophisticated pieces with lively accompaniments
• Develop composition and improvisation skills • Make links back to singing		
Musical Artists/ Songs that can be referenced:		
• Composers who have written for the recorder include Handel, Vivaldi and Bach • Recorder players: Marion Verbruggen (Dutch) Stefan Temmingh (South African) • Songs: The Beatles-The Fool on the Hill (1967), The Rolling Stones - Ruby Tuesday (1967), Dido - Thank You (Instrumental) (2000)		

Overview of Skills- Year 4

Playing Instruments

Skills

- To treat instruments carefully and with respect.
- 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.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

Listen and Appraise

Skills

- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.

Singing

Skills

- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin a song.
- To listen to the group when singing.

Composition

Skills

- Help create at least one simple melody using one, three or all five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- 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 (e.g. graphic/pictorial notation).

Performance

Skills

- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Playing the trumpet (Year 4)- Skills Overview

Autumn Term	Spring Term	Summer Term
The trumpet basics and learning to play:	Practising trumpet techniques and reading musical notation:	Refining trumpet techniques and performance:
Skills to be developed: • An introduction to brass instruments/ musical instrument families • Breathing approaches- having a relaxed stance, taking deep breaths by dropping your jaw and breathing into the bottom of your lungs • Using the correct lip position • Push air through your lips to make a buzzing sound • Blowing through the mouthpiece to make a sound • Practise using the optimum mouth shape to blow successfully into the trumpet • Holding the trumpet: Wrap your left hand around the trumpet body/ Place your right hand along the trumpet valves • Learn how to play and read the notes E F G, exploring them in varied short pieces of increasing complexity	Skills to be developed: • Minimal dynamic changes are introduced • Understanding of 'rests' • A range of tempos, styles and keys • Playing/ performing as a group- simple moving to more complex tunes	Skills to be developed: • The introduction of quavers (eighth notes) and further focus on the free stroke (tirando) • Mastering the notes learnt previously • Playing sophisticated pieces with lively accompaniments
• Develop composition and improvisation skills • Make links back to singing		
Musical Artists/ Songs that can be referenced:		
• Composers who have written for the trumpet include Handel, Vivaldi and Bach • Trumpet players: Miles Davis, Louis Armstrong, Ingrid Jensen • Songs: The Beatles -All You Need is Love (1967), Louis Armstrong - What A Wonderful World (1967), Paul Simon - You Can Call Me Al (1986), Jason Derulo - Trumpets (Instrumental) (2014)		

Overview of Skills- Year 5

Listen and Appraise

Skills

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To 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.
- When you talk try to use musical words.
- To talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes you feel.

Singing

Skills

- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo.
To listen to the group when singing.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing Instruments

Skills

- Play a musical instrument with the correct technique.
- 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.
- To rehearse and perform their part within a song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Composition

Skills

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the 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...?”

Playing the guitar (Year 5)- Skills Overview

Autumn Term	Spring Term	Summer Term
The guitar basics:	Practising guitar techniques and reading musical notation:	Refining guitar techniques and performance:
Skills to be developed: • An introduction to string instruments/ musical instruments families • Identify the parts of the guitar- acoustic • Hold the guitar correctly-position of body • Learn the name of each string. From the lowest to highest pitch (thickest to thinnest strings) the strings are named E, A, D, G, B, and E (after the note played when the string is plucked with no fingers touching it) • Begin to practise fretting the strings • To play a note, press a finger down between the metal strips, not on them • Practice moving up and down the fretboard, pressing the frets and getting a feel for the pressure • Learn first position chords • There are two basic chord types: first position chords, and barre chords. First position chords can be played with a combination of open strings and pressed strings in the first three frets of the guitar • Understand major chords are C Major, A Major, G Major, E Major, D Major • Learn finger placement for the chords • Practise receiving a clean sound from every string in the chord	Skills to be developed: • Strum with loose, relaxed motions • Learn how to read guitar tabs • Learn barre chords • A range of tempos and styles • Playing/ performing as a group- simple moving to more complex tunes	Skills to be developed: • Mastering the guitar tabs learnt previously • Playing sophisticated pieces with lively accompaniments
• Develop composition and improvisation skills • Make links back to singing		

Musical Artists/ Songs that can be referenced:

- Composers who have written for the guitar include John Williams (born 1940) (Australia), Heike Matthiesen (Germany), Sharon Isbin (United States)
- Guitar players: Jimi Hendrix, Brian May, Jack White, Hans Zimmer, Joni Mitchell
- Songs: Chuck Berry-Johnny B. Goode (1959) , The Beatles- Blackbird (1968), Dolly Parton- Jolene (1974), Eagles -Hotel California (1976), Oasis- Wonderwall (1995)

Playing the guitar- Advanced (Year 6)- Skills Overview

Autumn Term	Spring Term
Refining guitar techniques and performance (advanced):	Refining the quality of guitar performance (advanced):
Skills to be developed: • Further understand the two basic chord types: first position chords, and barre chords. First position chords can be played with a combination of open strings and pressed strings in the first three frets of the guitar • Master the major chords are C Major, A Major, G Major, E Major, D Major • Refine finger placement for the chords • Continue to strum with loose, relaxed motions • Learn how to read guitar tabs (advanced) • Learn barre chords (advanced) • A range of tempos and styles (advanced)	Skills to be developed: • Mastering the guitar tabs learnt previously • Playing sophisticated pieces with lively accompaniments • Become confident in working alone (solo) while playing • Refine composition skills and create own complex tunes
• Develop composition and improvisation skills • Make links back to singing • Develop a clear understanding of what a 'good' performance looks like • Playing/ performing as a group- simple moving to more complex tunes (advanced)	
Musical Artists/ Songs that can be referenced:	
• Composers who have written for the guitar include John Williams (born 1940) (Australia), Heike Matthiesen (Germany), Sharon Isbin (United States) • Guitar players: Jimi Hendrix, Brian May, Jack White, Hanz Zimmer, Joni Mitchell • Songs: Chuck Berry-Johnny B. Goode (1959) , The Beatles- Blackbird (1968), Dolly Parton- Jolene (1974), Eagles -Hotel California (1976), Oasis- Wonderwall (1995)	

Overview of Skills- Year 6

Listen and Appraise

Skills

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To 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.
- Use musical words when talking about the songs.
- To talk about the musical dimensions.
- Talk about the music and how it makes you feel, using musical language to describe the music.

Singing

Skills

- To sing in unison and to sing backing vocals.
- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing Instruments

Skills

- Play a musical instrument with the correct technique within the context of the song.
- 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.
- To rehearse and perform their part within the context of the song.
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Composition

Skills

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Skills

- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about a venue and how to use it to best effect.
- To record the 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...?”

Progression of Relevant Musical Vocabulary
(Linked to Being Imaginative and Expressive - EYFS)

Nursery	Reception
nursery rhymes, explore, listen, song, sing, play, play, stop, move, listen, actions, hands, sound/s, group, shake, tap, ring	action songs, instruments, share, respond, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share , move, listen, actions, voice, hands, feet instrument, big & soft sounds, loud sounds, soft sounds, soft, medium, hard

Progression of Relevant Musical Vocabulary- KS1 and KS2

YEARS 1 and 2	YEARS 3 and 4	YEARS 5 and 6
High, Low, Listen, Music, Pattern, Fast, Slow, Loud, Quiet, Solo, Group	Ostinato, Rhythm, Beat, Duration, Structure, Melody, Perform, Pitch, Solo, Tunefully, Aural, Compose, Texture, Dynamics, Expression, Improvise, Musician, Recall, Tempo Timbre	Chord, Composer, Ensemble, Harmony, Melody, Notation, Notes, Percussion, Posture, Projection, Accompaniments, Audience, Composition, Expressively, Variation, Phrases, Soundscape, Theme, Venue

General Musical Vocabulary- KS1 and KS2

accent – where the music is emphasised

bar – a regular section on a staff, separated by vertical lines.

Contains the beats

beat- unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone

duet – two vocalists or instruments

dynamics – how loud or quiet a piece of music is

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

harmony – pleasing combination of two or more notes, played in background behind melody

key – system of notes based on a key note

key signature – the flats and sharps at the beginning of each line, to be played throughout the piece

music

major – a happy sounding piece of music

minor – a sad sounding piece of music

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

pulse – the constant beat in a piece of music

rest – moment when a note is not played for a defined length of time

rhythm – structured groups of accented and unaccented beats

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

staccato – short, sharp notes

staff – five horizontal lines on which notes are written

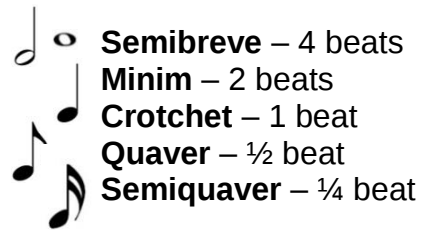
tempo – speed of a piece

time signature – how many beats to a bar

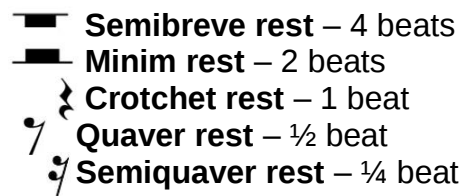
unison – playing or singing the same notes simultaneously

vibrato – quickly alternating between two notes – a wobbly sound

Note lengths



Rest lengths



Common Tempo words

adagio – slow and calm
allegro – quick and lively
andante – relaxed and flowing
largo – slow and broad
lento – slow
moderato – a reasonable pace
rit. (ritardando) – slowing the tempo (also **ral. (ralentissez)**)
presto – quick and lively
prestissimo – extremely quick

Spiritual, Moral, Social and Cultural Development in Music and Being Imaginative and Expressive

Spiritual development

We have a strong ethos and tradition of encouraging the children to respond to the emotional messages within music. We encourage our pupils to explore the meaning and resonance that a variety of music and instruments have for them.

We also encourage the children to seek to understand how music reflects the beliefs of others and to show respect for different genres of music, music from other cultures and music from other times.

We promote the self-esteem of our children by giving them many opportunities over their time at Parkside to perform for others.

Moral development

Moral education is developed through guiding the students to respect the music of others and to have respect for all genres of music. Our students are taught to reflect on the cultures and circumstances that have developed music and we seek to give the children an understanding of how music reflects the cultures and circumstances they were created out of. We also show the children how music can be a powerful vehicle for effecting change.

The children are given the courage to engage in critical discussions of musical performances be it from other students, recordings or visiting professionals. As always, they are trained to be respectful when proffering their opinions and reflections.

Social development

We use music at Parkside to develop a range of social skills in our students.

The children develop a strong sense of the school community through singing assemblies, assemblies to parents/carers and whole-school performances. They participate in the local community through performances to wider audiences than their parents/carers and peers – for example carol singing at a home for the elderly. Many of our unique Parkside songs promote the values inherent in the British Values agenda.

Cultural development

The children of Parkside are given opportunities to listen to and appreciate the music of many cultures, genres and times. The children are encouraged to reflect on this immersion in diversity. Not only does this occur during lessons but also during the schools entry to assembly every day where the music is chosen by the Year 6 computer experts.

All music is seen as a cause of celebration and enjoyment by the children, whatever the origination.

Essential Characteristics Endpoint of a Learner in Being Imaginative and Expressive - EYFS

By the end of Reception every child will be able to:

- Sing any nursery rhymes learnt with enthusiasm.
- Listen carefully to new rhymes and songs, paying attention to how they sound.
- 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.
- Enjoy performing rhymes and songs, talking about what they liked about this experience.

Essential Characteristics Endpoint of a Learner in Music

The intent of the Music curriculum at Parkside Primary School is to provide every pupil with:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.
- The confidence to perform to others and to value the performances of others.
- The opportunity to have had lessons on at least one musical instrument.