

**LEARNING
WITHOUT LIMITS**



Successful learners
Confident individuals
Responsible Citizens

Ladybrook Primary School

Music



Our school intention for Music

Ambitious Curriculum

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything" - Plato



Our children will:

- develop a deep understanding of how music has evolved and explore their own musical preference.
- be able to confidently take part in music making, including singing, playing percussion and at least one other musical instrument and be able to be creative within the art form of music.
- have the opportunity to sing as part of a choir.
- learn to read music.
- take part in multiple performances throughout their school life.
- explore other areas of the curriculum through music.
- have the opportunity to listen to live music.
- explore and celebrate music from a variety of cultures.

We believe singing and music making are powerful tools in teaching and promotion of the children's positive mental health and well-being. Which is integral to our music curriculum at Ladybrook.



What does our Progression for Music look like? Why?

Our Music curriculum follows the Charanga scheme of learning which has been deliberately sequenced to build upon prior knowledge and allow for a progression of skills.

The pillars of progression are: Listening and appraising, Musical activities – creating and exploring, Singing, playing instruments and performing.

By using the Charanga scheme, we know our pupils will have embedded these skills.



What does our Progression for Music look like? Why?

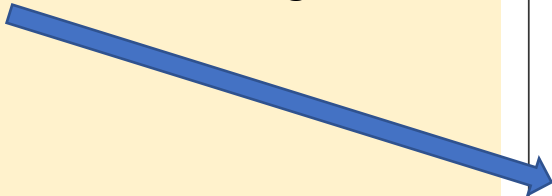
Using the Charanga Scheme gives use the following strengths:


- Clear and simple step by step approach.
- Supports all the requirements of the NC.
- Designed to be suited to both music specialists and non-musicians.
- Built in assessments
- Repetition and revisiting of vocabulary and skills
- All classes are introduced to musicians from a range of periods, cultures and genres.
- All children learn to play an instrument



What does our Progression for Music look like? Why?

Our starting point in Nursery and Reception is to introduce relevant EYFS Framework objectives from Expressive Arts and Design,



 Music Skills Progression		
	Nursery	Reception
Expressive Arts and Design	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>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>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</p>



What does our Progression for Music look like? Why?

Our progression map for Music has been designed using the scheme to ensure that steps in learning between year groups for all aspects of the subject are incremental to support sound understanding and long term recall. For example, the acquisition of the skills of listening and appraising has been planned to build from Year 1 to Year 6.

Music Curriculum/Skills Progression								
Topics and areas of study AOS	EYFS		KS1		KS2			
	Nursery -3 and 4 year olds	Reception and Early Learning Goals	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Topics and areas of study AOS	Marvellous Me	Marvellous Me	What is a hero?	Fire Fire!	Scavengers and Settlers	Going For Gold!	Survival: Olive's War	Water, Water, Everywhere
	Make it	Make it	Land Ahoy!	Polar Explorers	Rotten Romans	Angry Planet	Vikings: Feel The Force	Conquistadors, Explorers and Voyagers
	Growing things	Growing things	How Does it Grow?	Creatures of the Night	Google Earth	Survivors! Ancient Egypt	My Place In Space	Me, Myself and I
Listen and appraise	Ex A&D - Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	C&L - Listen carefully to rhymes and songs, paying attention to how they sound. Exp A&D -Listen attentively, move to and talk about music, expressing their feelings and responses.	I enjoy listening to lots of different musical styles from different parts of the world and can sometimes identify where they are from. I can sometimes recognise/identify what the different styles of music are and some of the different instruments I hear.	I enjoy listening to lots of different musical styles from different parts of the world and more often than not recognise where they are from. I can more often than not recognise/identify what the different	I am starting to use musical words when I talk about music, here are some of the words I use, pulse, rhythm, pitch and tempo. I pay attention and concentrate when my	I understand how pulse, rhythm, pitch and perhaps also tempo and dynamics fit into the music we listen to - I can explain some of these too.	I enjoy listening to a variety of music from all over the world, different times and traditions. I can recognise / identify different style indicators	I enjoy listening to a variety of music from all over the world, different times and traditions and I can place them in their historical context.

Music Curriculum/Skills Progression									
Musical activities	C&L - Sing a large repertoire of songs. PD - Use large-muscle movements to wave flags and streamers, paint and make marks. Ex A&D - 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. Create their own songs, or improvise a song around	C&L - Learn rhymes, poems and songs. PD - Combine different movements with ease and fluency. EYP A&D - 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. ELG - Sing a range of well-known nursery rhymes and songs.	I can find the pulse in music. I can sing in a group, following the leader and sing the same tune as others. I can repeat and create short rhythmic phrases confidently. I know there is a language that represents the music we play. I am starting to improvise with my voice and instrument on my own. I can show physical control when playing musical instruments.	I can explain how tempo and dynamics can be used in a piece of music. I can sing in a group, ensemble or choir, following a leader and sing the same tune as others. I understand why we warm up our voices. I am beginning to play the recorder and can follow a leader. I can create simple improvisations with my voice and instrument within a song. I can make up simple improvisations on my own using my voice and instrument. I feel confident using one, two or three notes when I improvise.	I can explain / demonstrate how pulse, rhythm and pitch work together to create a song. I can explain that the words in a song mean something and to perform them properly I know that I need to understand their meaning. I feel confident playing the recorder and can follow a leader. I can make up simple rhythmic patterns and then add a melody to it. I can use dynamics to make my composition more interesting to listen to.	I can confidently make up/improvise my own rhythm and simple melody using my voice and instrument. I understand that the words in a song mean something and to perform them properly I know that I need to understand their meaning. I feel confident playing the recorder and can follow a leader. I can make up simple rhythmic patterns and then add a melody to it. I think about pronouncing words correctly, singing in tune and how the whole song fits together.	I understand and can explain that pulse is the foundation upon which all other dimensions are built. I understand and can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song. I enjoy singing and playing my instrument in an ensemble / group and on my own. I feel confident playing the recorder and can improvise on my own/ in a group.	I can keep a strong sense of pulse and recognise when I or others are going out of time. I understand how the other interrelated dimensions of music are sprinkled through songs and pieces of music and why that makes music more interesting when we listen to it. I have had the chance to be a leader of my group, I can stop and start the group on my own and help them to keep the pulse. I feel confident playing the recorder and can improvise on my own/ in a group.	



What does our Progression for Music look like? Why?

There is a clear sequence for learning objectives from Nursery to Year 6. Musical skills and knowledge are taught progressively in all year groups. Charanga is well embedded in practice, providing clear structure, appropriate vocabulary and challenge to enable non-specialists to teach listening and appraising and musical activity with some confidence. Music elements such as notation are taught progressively. All children have access to a musical instrument and notation is recognised in reception but starts to be taught how to be read from Year 1. Songs and rhymes are a part of the daily routine in EYFS.

Music Curriculum/Skills Progression

	one they know. Play instruments with increasing control to express their feelings and ideas.			I can use three notes to compose my tune. I can show physical control when playing musical instruments and responding to music.	learning (on my own or as part of a group). I understand that music has a language and it is called notation. I am beginning to read and understand a few notes.	I understand that music has a language and it is called notation. I can read and understand a few notes.	I feel confident playing the recorder and can improvise on my own. I feel confident creating improvised melodies with my voice and instrument and know how to make my compositions sound more interesting. I understand that music has a language and it is called notation. I can read and understand a growing number of notes.	When playing my instrument, I can play a different part to others and keep it going within the ensemble. I understand that music has a language and it is called notation. I can read and understand a range of notes. I am confident using notes when composing and I have used
Perform and share	I can perform to my friends. C&L - Sing a large repertoire of songs. Ex A&D - Play instruments with	I can perform to my friends. Exp A&D - Create collaboratively, sharing ideas, resources and skills.	I can perform what I have learnt to my class.	I can perform what I have learnt to an audience.	I am starting to feel confident and can perform to an audience with some control.	I feel confident and can confidently perform to an audience with increasing control.	I can explain why we work together in an ensemble and what it means to do so.	I can talk about my own performances. I can talk about my performance and give one improvement. I can discuss and evaluate my performance and suggest improvements.

Music Curriculum/Skills Progression

	increasing control to express their feelings and ideas.	Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					I feel confident and can confidently perform to an audience with control. I can discuss and evaluate my performance and start to evaluate others' performances.	I can discuss and evaluate my performance and others performances.
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What does our Progression of Musical Vocabulary look like? Why?

Progressive teaching of music builds on vocabulary for each year group.

Pupil voice videos enables children to demonstrate understanding of technical vocabulary linked to the subject.

Links are made to other curriculum subjects .



• How have we sequenced learning from EYFS to Year 6? Why?

Our **clear sequence** for learning begins in Nursery and Reception where we have designed a rich early years' curriculum inspired by high quality resources.

Broad themes for a half term / term are shared between the 2 classes.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use

Curriculum Map – Music

	Nursery Three to four year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>ME!</p> <p>L&A Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>MA Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>(C&L) Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>ME!</p> <p>L&A (C&L) - Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>MA</p> <p>(C&L) Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining</p>	<p>Hey you!</p> <p>L&A I enjoy listening to lots of different musical styles from different parts of the world and can sometimes identify where they are from.</p> <p>I can sometimes recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>MA I can find the pulse in music.</p> <p>I can sing in a group, following the leader and sing the same tune as others.</p> <p>I can repeat and create short rhythmic phrases confidently.</p> <p>I am starting to improvise with my voice and instrument on my own.</p> <p>P&S</p>	<p>Hands Feet Heart</p> <p>L&A I enjoy listening to lots of different musical styles from different parts of the world and more often than not recognise where they are from.</p> <p>I can more often than not recognise/identify what the different styles of music are and some of the different instruments I hear.</p>	<p>Three Little Bird Charanga</p> <p>L&A I am starting to use musical words when I talk about music, here are some of the words I use, pulse, rhythm, pitch and tempo.</p> <p>I pay attention and concentrate when my friends talk about the music we have listened to. I respect their opinions and feelings towards music.</p> <p>MA I can explain / demonstrate how pulse, rhythm and pitch work together to create a song.</p> <p>I can explain how tempo and dynamics can be used in a piece of music.</p> <p>I understand why we warm up our voices.</p>	<p>Mamma Mia</p> <p>L&A I understand how pulse, rhythm, pitch and perhaps also tempo and dynamics fit into the music we listen to – I can explain some of these too.</p> <p>MA I can confidently make up/improvise my own rhythm and simple melody using my voice and instrument.</p> <p>I understand that the words in a song mean something and to perform them properly I know that I need to understand their meaning.</p> <p>P&S I feel confident and can confidently perform to an audience with increasing control.</p> <p>I can discuss and evaluate my performance and suggest improvements.</p>	<p>WW2 songs</p> <p>L&A I enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>I can recognise / identify different style indicators and different instruments and their sounds.</p> <p>MA I think about pronouncing words correctly, singing in tune and how the whole song fits together.</p> <p>P&S I feel confident and can confidently perform to an audience with control.</p>	<p>Happy Listen and Appraise: I enjoy listening to a variety of music from all over the world, different times and traditions and I can place them in their historical context.</p> <p>Musical Activities: I understand how the other interrelated dimensions of music are sprinkled through songs and pieces of music and why that makes music more interesting when we listen to it.</p>



• How have we sequenced learning from EYFS to Year 6? Why?

Curriculum Map – Music

	Nursery Three to four year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>ME1</p> <p>L&A Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>MA Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>(C&L) Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>ME1</p> <p>L&A (C&L) - Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>MA</p> <p>(C&L) Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining</p>	<p>Hey yo!</p> <p>L&A I enjoy listening to lots of different musical styles from different parts of the world and can sometimes identify where they are from.</p> <p>I can sometimes recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>MA I can find the pulse in music.</p> <p>(C&L) I can sing in a group, following the leader and sing the same tune as others.</p> <p>I can repeat and create short rhythmic phrases confidently.</p> <p>I am starting to improvise with my voice and instrument on my own.</p> <p>P&S</p>	<p>Hands Feet Heart</p> <p>L&A I enjoy listening to lots of different musical styles from different parts of the world and more often than not recognise where they are from.</p> <p>I can more often than not recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>MA I can explain / demonstrate how pulse, rhythm and pitch work together to create a song.</p> <p>I can create a simple melody using my voice and instrument.</p> <p>MA I can explain / demonstrate how pulse, rhythm and pitch work together to create a song.</p>	<p>Three Little Bird Charanga</p> <p>L&A I am starting to use musical words when I talk about music, here are some of the words I use, pulse, rhythm, pitch and tempo.</p> <p>I pay attention and concentrate when my friends talk about the music we have listened to. I respect their opinions and feelings towards music.</p> <p>MA I can explain / demonstrate how pulse, rhythm and pitch work together to create a song.</p> <p>I can create a simple melody using my voice and instrument.</p> <p>MA I understand that the words in a song mean something and to perform them properly I know that I</p>	<p>Mamma Mia</p> <p>L&A I understand how pulse, rhythm, pitch and perhaps also tempo and dynamics fit into the music we listen to – I can explain some of these too.</p> <p>MA I can confidently make up/improvise my own rhythm and simple melody using my voice and instrument.</p> <p>I understand that the words in a song mean something and to perform them properly I know that I</p>	<p>WW2 songs</p> <p>L&A I enjoy listening to a variety of music from all over the world, different times and traditions.</p> <p>I can recognise / identify different style indicators and different instruments and their sounds.</p> <p>MA I think about pronouncing words correctly, singing in tune and how the whole song fits together.</p> <p>Musical Activities:</p> <p>I understand how the other interrelated dimensions of music are sprinkled through</p>	<p>Happy Listen and Appraise: I enjoy listening to a variety of music from all over the world, different times and traditions and I can place them in their historical context.</p> <p>Musical Activities:</p> <p>I understand how the other interrelated dimensions of music are sprinkled through</p>
Autumn 2								

Spring 1	<p>Everyone</p> <p>L&A Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>MA Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Everyone</p> <p>L&A (C&L) - Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>MA</p> <p>(C&L) Learn rhymes, poems and songs.</p> <p>Combine different movements with ease and fluency.</p> <p>Explore, use and refine a variety of artistic effects to express</p>	<p>Rhythm in the way we walk/banana rap</p> <p>L&A I enjoy listening to lots of different musical styles from different parts of the world and can sometimes identify where they are from.</p> <p>I can sometimes recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>MA I can find the pulse in music.</p> <p>I can sing in a group, following the leader and sing the same tune as others.</p> <p>I can repeat and create short rhythmic phrases confidently.</p>	<p>I Wanna Play in a Band</p> <p>L&A I enjoy listening to lots of different musical styles from different parts of the world and more often than not recognise where they are from.</p> <p>I can more often than not recognise/identify what the different styles of music are and some of the different instruments I hear.</p> <p>MA I can explain how tempo and dynamics can be used in a piece of music.</p> <p>I understand that music has a language and it is called notation. I am beginning to read and understand a few notes.</p> <p>P&S I feel confident and can confidently perform to an audience with increasing control.</p>	<p>Recorders continued</p> <p>MA I am beginning to play the recorder and can follow a leader.</p> <p>I can create simple improvisations with my voice and instrument within a song.</p> <p>I can make up/compose my own simple tunes as part of the song we are learning (on my own or as part of a group).</p> <p>I understand that music has a language and it is called notation. I am beginning to read and understand a few notes.</p> <p>P&S I can discuss and evaluate my performance and start to evaluate others performances.</p>	<p>Stop!</p> <p>L&A I understand how pulse, rhythm, pitch and perhaps also tempo and dynamics fit into the music we listen to – I can explain some of these too.</p> <p>MA I can confidently make up/improvise my own rhythm and simple melody using my voice and instrument.</p> <p>I understand that the words in a song mean something and to perform them properly I know that I need to understand their meaning.</p> <p>P&S I feel confident and can confidently perform to an audience with increasing control.</p>	<p>Recorders</p> <p>MA I understand that music has a language and it is called notation. I can read and understand a growing number of notes.</p> <p>I enjoy singing and playing my instrument in an ensemble/group and on my own.</p> <p>P&S I can discuss and evaluate my performance and start to evaluate others performances.</p>	<p>Recorders</p> <p>Musical Activities:</p> <p>I can keep a strong sense of pulse and recognise when I or others are going out of time.</p> <p>I feel confident playing the recorder and can improvise on my own/ in a group.</p> <p>When playing my instrument, I can play a different part to others and keep it going within the ensemble.</p> <p>I understand that music has a language and it is called notation. I can read and understand a range of notes.</p>
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<p>I enjoy singing and playing my instrument in an ensemble/group and on my own.</p> <p>I think about pronouncing words properly I know that I need to understand their meaning.</p> <p>P&S I feel confident and can confidently perform to an audience with increasing control.</p> <p>I can discuss and evaluate my performance and suggest improvements.</p>	<p>times and traditions and I can place them in their historical context.</p> <p>Perform and Share: I am confident in my role within a performance. I feel secure with my class ensemble and can perform to an audience.</p> <p>I can discuss and evaluate my performance and others performances.</p>
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- How do children demonstrate that they know more and remember more?

At the beginning of lessons, children are asked to recall prior learning.

Throughout lessons there is repetition and revisiting of vocabulary.

Assessment is continuous and formative. Informs future planning.



How do we ensure inclusion in Music?

All children are included in every lesson.

Children don't miss Music lessons for interventions, etc.

Adaptation of teaching, eg use of adapted sheets, practical resources, TA support.

Lots of focus on practical, speaking and listening activities. Enables more to thrive.

Multi-sensory approach. Pictorial or visual aids to support understanding.

Visual/kinaesthetic approaches.

Lots of repetition of key words/phrases. Over-learning by all. Drip feed vocabulary across school day/subjects

Opportunities throughout lessons/sequences of lessons to practise and recap learning.

Partner/paired/group activities. Choral responses/whole-class response...

Music can boost self esteem

Growth mindset/learning through mistakes

Music can be a medium to breakdown barriers found in other subjects.

The nature of the subject allows freedom and flexibility in musical expression, preferences and performance. This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.

Careful selection of instruments that all pupils can access.



What policy decisions have we made about Music?

- **Music is recognised as a discrete discipline.**
- **Teaching and Learning must engage**
- **Use of Charanga scheme across school**
- **All children to learn to play an instrument (KS1 glockenspiels, KS2 recorders)**
- **Vocabulary is a priority within our curriculum design** – must be taught explicitly and assessed ongoing
- **Investment in high quality resourcing throughout**
- **Opportunities to experience music beyond the school** – Come and play with the Halle, BBC Philharmonics, Bramhall festival, Young voices, Stockport Town Hall
- **Opportunities to perform** – Music concerts, links with BHS, Come and Play, Bramhall festival, Young Voices, Stockport Town Hall...
- **Classical 100 in assemblies**
- **Singing sessions for KS1 and KS2 weekly**



What are the strengths of Music at Ladybrook?

- Music is taught in every class each half term using the Charanga scheme
- Clear progression in Music throughout the school starting in early years- progression document which is clear for staff to see what their class are working on and what their next steps are.
- All children in KS1 and KS2 play an instrument – KS1 – class set of glockenspiels, KS2 – each child has a recorder.
- Children who play woodwind in school have an opportunity to play in the lower school band at Bramhall High School.
- Ladybrook is now a Music Mark School.
- 38% of children playing personal musical instruments (having private lessons at school). Years 3-6. 34 % last year.
- Children can talk confidently about Music, they can refer back to previous learning and remember experiences and skills from previous year groups.
- SL to take children to music concerts - Young voice, Stockport town hall, come and play with the Halle
- SL organised a rock band to come into school so children could experience live music and take an interest in different instruments.
- SL organises live music with the BHS band visiting and the children who play an instrument to show off their talents.
- SL has organised for the school taking part in sing up days and Greater Manchester Music Hub Primary Schools' Singing Challenge.
- SL has organised for Year 2 to take part in the Bramhall Singing Festival.
- SL organised for The Reading fairy (for Nursery Rhyme Week) to visit EYFS.
- SL organised BBC Philharmonics Earlyyears to perform the Gingerbread Man to EYFS and KS1.



How have we constructed and renewed the curriculum for Music?

- **Subject leader Training:** Stockport LA
- **Staff Training:** eg Introduction to Charanga
- **Use of outside Expertise:** BHS staff, Peripatetic teachers, Stockport music service links,