



Music at St Vigor and St John Primary School

Intent:

Music is a **unique** way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Our curriculum intent for Music reflects the purpose and aims of the national curriculum by helping our pupils develop a love of music and their talent as musicians.

Our intent in the teaching of music is:

- to explore how sounds are made, and can be organised into musical structures;
- to show how music is produced by a variety of instruments;
- to teach how music is composed, written down and created using technology;
- to examine the relevance of when, where and why a given piece of music was written;
- to develop the interrelated skills of composition, performance and appreciation.

We will use the Charanga Musical School Scheme, to enable a whole school approach to our Music learning which is ideal for specialist and non-specialist teachers. We will provide weekly music lessons using this repetition-based approach to help develop memory and learning. We encourage pupils to continue this learning at home, using the Music World associated with the scheme.

Our planning is sequenced in long and medium terms plans and is intended to offer a broad and rich Music curriculum; providing many performance opportunities, offered throughout the fabric of school life. We will access the lesson plans, assessment, and progression to ensure cohesion and to support non-specialist staff. The curriculum content is adapted to the context of our school and the pupils within. It intends to provide a high quality, coherent and progressive experience of the subject through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and genres.

We teach music in EYFS as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin curriculum planning for Early Years children. Music contributes to a child's personal and social development. Counting songs aid mathematical ability and songs from different cultures increase a child's experiences. Music activities help to develop listening and language skills needed for all areas of learning.

We believe every child should have the opportunity to learn an instrument regardless of individual needs or ability. These opportunities take place within the music lesson through Wider Opportunities and teacher led whole class Charanga schemes. The curriculum design seeks to promote **adventurous** ideals; increasing self-confidence, risk taking, resilience, creativity and sense of achievement; skills that can be taken and used across the curriculum.

We are committed to developing children's **ethical** attitudes towards music; ensuring children appreciate and respect the value and importance of music and understand the role it can play in life, with personal emotions and experiences.

Implementation:

Teachers are committed to providing a stimulating and engaging music curriculum ensuring that our learners have regular opportunities to sing, listen, play, perform and evaluate throughout their primary years. We provide a weekly lesson, following a comprehensive scheme of learning, supporting non-specialist staff through training and support. We teach the theory elements of music through these lessons so that children are able to use some of the language of music to dissect it, and understand how music is composed, played and appreciated. Lessons are adapted to support all pupils.

Our pupils learn to compose, focussing on different dimensions of music; this develops their understanding when listening, playing, or analysing music. We will use a range of methods to teach composing and will experience different genres of music.

We work in close partnership with Wider Opportunities to offer whole class teaching in Year 4 where all children are taught to play an instrument, regardless of background and ability. Follow on group music lessons are also available to pupils to continue to develop their skills and ability on a musical instrument the following year. We also provide opportunities for the children to learn the recorder (year 2), ukulele (year 3 and 6), samba (year 4) and join our two school choirs which performs regularly in school and at events in the local and wider community, actively encouraging pupils to perform and take risks, leading by example. We provide the opportunity for all pupils in Year 5 and 6 to perform in the live musical concert, Young Voices, in the Genting Arena in Birmingham, performing choral pieces with a 6000 strong choir.

Children have opportunities to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service, and our school has chosen to participate in the programme.

Outside of lessons, music is taught through weekly singing assemblies and teachers look to find opportunities to bring music and singing into the wider curriculum. We enjoy sharing our learning in our Christmas "Mince Pie and Carol Concerts" and through our class celebration throughout the year. We demonstrate and value children's musical abilities and unique interests by inviting children to perform during assemblies and in our lunchtime café.

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. This will inform teachers with their planning, lesson activities and differentiation. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work and to engage in peer assessment. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil against the objectives and expectations. In KS1 teachers create a class book which gathers evidence and experiences to support the children's learning journey. In KS2 children are encouraged to record their reflections, compositions and musical ideas in their own music books.

Impact:

Our varied music curriculum allows pupils to discover their strengths in music and we aim to build the confidence and skills of all our pupils. Pupils enjoy the freedom to be creative in a context where they can use their imagination whilst also making links to the wider curriculum. We want every child to engage fully in the musical opportunities given to them; to find their voice, their passion and use it to be **connected** to those around them. Teachers work to find each child's **unique** way to access music and embrace the **adventurous** nature that music often represents. Our curriculum aims to improve the wellbeing of all children at St Vigor and St John School, not only through the skills taught, but through the underpinning values and disciplines music promotes. Our curriculum will promote listening and develop concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.



Music at St Vigor and St John Primary School

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Music

Music							
EYFS	Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.						
	· Me! · Scarf Songs	· My Stories · Christmas Bells	· Everyone!	· Our World	· Big Bear Funk	· Introduction to the orchestra · Carnival of the Animals – Saint-Saens · Reflect, Rewind and Replay	
KS1	Year 1	All Key Skills · Hey You! · Scarf Songs	Controlling Sounds and Performing with Others · Play and perform in ensemble contexts (Mince Pies and Carols)	All Key Skills · In the Groove	Controlling Sounds and Performing with Others · Body Percussion · Rhythm Sticks · Round and Round	All Key Skills · Your Imagination	Exploring and Composing, Applying Knowledge and Responding and Reflecting · Young Person's Guide to the Orchestra – Benjamin Britten · Reflect, Rewind and Replay
	Year 2	All Key Skills · Hands, feet, heart · Body percussion and Action Songs	Controlling Sounds and Performing with Others · Play and perform in ensemble contexts (Mince Pies and Carols)	Controlling Sounds and Performing with Others · Recorders	All Key Skills · I Wanna Play in a Band · Rhythm Sticks	All Key Skills · Friendship Song	Exploring and Composing, Applying Knowledge and Responding and Reflecting · Peter and The Wolf - Prokofiev · Reflect, Rewind and Replay
LKS2	Year 3	All Key Skills · Let your Spirit Fly · Rhythm work (cups and body percussion)	Controlling Sounds and Performing with Others · Play and perform in solo and ensemble contexts (Mince Pies and Carols) · Ukulele	Controlling Sounds and Performing with Others · Glockenspiel Stage 1	All Key Skills · Three Little Birds · Choice of Instrument	All Key Skills · Bringing Us Together · Choice of Instrument	Exploring and Composing, Applying Knowledge and Responding and Reflecting · BBC Ten Pieces Handel "Zadok the Priest" · Reflect, Rewind and Replay
	Year 4	All Key Skills · Mamma Mia · Rhythm work (cups and body percussion)	Controlling Sounds and Performing with Others · Play and perform in solo and ensemble contexts (Mince Pies and Carols) · Samba and percussion	Controlling Sounds and Performing with Others · Glockenspiel Stage 2	All Key Skills · Lean on Me · Perform on a choice of Instrument	All Key Skills · Blackbird · Perform on a choice of Instrument	Exploring and Composing, Applying Knowledge and Responding and Reflecting · BBC Ten Pieces Edvard Grieg "In the Hall of the Mountain King" · Reflect, Rewind and Replay
UKS2	Year 5	Controlling Sounds and Performing with Others · Increasing aural memory (Young Voices) · Living on a Prayer · Rhythm Sticks	Controlling Sounds and Performing with Others · Play and perform in solo and ensemble contexts (Mince Pies and Carols) · Bells and Glockenspiels · Classroom Jazz 1	Controlling Sounds and Performing with Others · High-quality live and recorded music (Young Voices) · Classroom Jazz 1 improvisation	Exploring and Composing, Communicating Ideas, Applying Knowledge and Responding and Reflecting · Fresh Prince of Bel-Air · Choice of Instrument · Rhythms work (Cups and Body Percussion)	Exploring and Composing, Communicating Ideas, Applying Knowledge and Responding and Reflecting · Dancing in the Street · Garage Band	Exploring and Composing, Applying Knowledge and Responding and Reflecting · BBC Ten Pieces Mussorgsky "Night on a bare Mountain" · Reflect, Rewind and Replay
	Year 6	Controlling Sounds and Performing with Others · Increasing aural memory (Young Voices) · Classroom Jazz 2 Improvisation · Rhythm Sticks	Controlling Sounds and Performing with Others · Play and perform in solo and ensemble contexts (Mince Pies and Carols) · Perform on a choice of instrument	Controlling Sounds and Performing with Others · High-quality live and recorded music (Young Voices) · Songs from WW2	Controlling Sounds and Communicating Musical Ideas · Ukulele · Rhythm work (Cups and Body Percussion)	Exploring and Composing, Communicating Ideas, Applying Knowledge and Responding and Reflecting · Happy · Boom whackers and percussion	Exploring and Composing, Applying Knowledge and Responding and Reflecting · BBC Ten Pieces Anna Meredith "Connect It" · Reflect, Rewind and Replay

	Performing and Composing				Listening and Appraising	
	Controlling Sounds	Performing with others	Exploring and Composing	Communicating musical Ideas	Applying Knowledge	Responding and reflecting
R	I can recognise that my voice can be used in different ways	I can play and sing with other children.	I can explore how different instruments sound.	I can talk about pieces of music I compose and listen to.	I can recognise that music comes from different places.	I can respond physically to music.
Y1	I can sing simple songs from memory with a sense of pitch, play and sing rhythmic and melodic patterns with a sense of pulse.	I can sing and play instruments with other performers, starting to think about how to perform with others. I am starting to develop confidence in singing together.	I can select sounds that I would like to use and say why I have chosen it.	I can start to use symbols to record musical ideas.	I can recognise that music comes from different places and that music can create different moods.	I can respond to music through dance/movement. I can compare sounds in simple terms.
Y2	I can sing simple songs accurately at a given pitch and with clear diction and expression.	I can sing and play instruments with some awareness of other performers, starting and finishing together. I can sing confidently in front of others.	I can work in a pair to explore, select and order sounds using a beginning, middle and end. I can use a grid to show my ideas.	I can make expressive use of elements of dynamics and timbre and can record my ideas using symbols.	I can explain how music from different places can create different moods.	I can respond to music showing considerable physical control of instruments and of my body.
Y3	I can sing with an accuracy of pitch and perform with a developed sense of pulse. I can use notation/symbols as support and begin to control more than one element at the same time.	I can sing and play instruments with an awareness of other performers. I can sing simple rounds in two parts.	I can work in pairs to explore layers and sounds within my composition, developing rhythmic patterns. I can use rhythmic language to represent my ideas.	I can develop my range of notation/symbols to record musical ideas introducing rhythmic language.	I can recognise similarities in the way sounds are used in music from different times and places.	I can respond to differences in character and mood through dance/movement and the other arts.
Y4	I can sing in tune alone or act as a leader of a group in a call and response song. I can remember longer phrases quickly and confidently.	I can play instruments with an awareness of other performers improving my accuracy. I can sing simple rounds in two parts with increased confidence.	I can create group compositions that use rhythmic and melodic patterns and layer sounds to explore and use the effect of different textures. I can start to identify notes on a written scale.	I can make expressive use of the elements, use a range of notations/symbols to refine and record musical ideas.	I can recognise some difference and similarities in the way sounds are used in music from different times and places.	I can respond to differences in character and mood through dance/movement and the other arts. I can analyse and begin to evaluate the use of musical elements in isolation and in combination and can make improvements to my own work.
Y5	I can sing confidently in tune with an awareness of breathing, following the contours of the melody.	I can sing songs that harmonise and rounds in two parts and play instruments confidently maintaining my own part with awareness of other performers.	I can explore the effects of texture, timbre, melody and rhythm within my composition. I can write simple melodies on a staff.	I can perform from notation/symbols.	I can recognise difference and similarities in the way sounds are used in music from different times and places and start to reason why composers made the choices they did.	I can explore and respond to music from different traditions using musical vocabulary.
Y6	I can sing in tune with expression and awareness of phrase, perform with a secure sense of pulse. I can play and sing from memory and from notation and control several musical elements simultaneously.	I can perform solo songs, songs that harmonise and rounds in two parts and play instruments confidently maintaining my own part with awareness of other performers.	I can work in a group to select and combine appropriate resources, explore musical structures making use of silence and the combined effect of texture, timbre, melody and rhythm. I can use notation to communicate my ideas.	I can write my own composition and perform from notation/symbols.	I can recognise some relationship between music and its context, such as the resources available at the time, the intentions of the composer	I can respond to music from different traditions and make comparisons, analyse and evaluate changes of character and mood. I can refine and develop my own work and use musical vocabulary.



Learning In the EYFS

Expressive Arts and Design	EYFS		Exploring and Using Media and Materials	Being Imaginative
		22 – 36 months	- Joins in singing favourite songs. - Creates sounds by banging, shaking, tapping or blowing. - Shows an interest in the way musical instruments sound	
		30 - 50 months	- Sing a few familiar songs - Beginning to move rhythmically - Imitates movement in response to music - Taps out simple repeated rhythms - Explores and learn how sounds can be changed - Enjoys joining in with dancing and ring games	- Develops a preference for forms of expression - Creates movement in response to music - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there - Sings to self and makes up simple songs - Makes up rhythms - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
		40 – 60 months	- Begins to build a repertoire of songs and dances - Explores the different sounds of instruments	- Creates simple representations of event, people and objects - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
		Early Learning Goals	- Children sing songs, make music and dance, and experiment with ways of changing them.	- To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories - Children talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strength of others.
Technology				
- Children recognise that a range of technology is used in places such as homes and schools - They select and use technology for particular purposes				
Listening and Attention				
- Children listen attentively in a range of situations				
Moving and Handling				
- Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively				
Understanding the World				
Communication and Language				
Physical Development				



Progression in Vocabulary

Music Vocabulary Progression		
EYFS	Reception	Pulse, rhythm, pitch, improvise, melody, orchestra, strings, woodwind, brass, percussion, instrument names
KS1	Year 1	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Bhangra, Latin, Irish Folk, Funk, groove, audience, imagination, orchestra, strings, woodwind, brass, percussion, instrument names
	Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rock, Reggae, glockenspiel, recorder, orchestra, strings, woodwind, brass, percussion, instrument names, crotchet, minim, quaver
LKS2	Year 3	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco, ukulele, chords, crotchet, minim, quaver, orchestra, strings, woodwind, brass, percussion, instrument names
	Year 4	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality, crotchet, minim, quaver, orchestra, strings, woodwind, brass, percussion, instrument names, samba
UKS2	Year 5	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Motown, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody, orchestra, strings, woodwind, percussion, instrument names
	Year 6	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony, orchestra, strings, woodwind, percussion, instrument names

Performing	MUSIC CURRICULUM - PERFORMING		
	KS1	KS1 – to use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically	
		Year 1	- To take part in singing, accurately following the melody - To sing with good diction - To begin to be able to sing in tune, songs with a limited range - To sing in time to a steady pulse - To name a variety of instruments - To perform with a good sense of pulse and rhythm
			- To follow instructions on how and when to sing or play an instrument - To perform together in an ensemble - To make and control long and short sounds, using voice and instruments - To change tempo or dynamics while playing an instrument - To imitate changes in pitch
		Year 2	- To follow instructions on how and when to sing or play an instrument - To perform together in an ensemble - To make and control long and short sounds, using voice and instruments - To change tempo or dynamics while playing an instrument - To imitate changes in pitch
	LKS2	KS2 – to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
		Year 3	- To sing from memory with accurate pitch - To sing with good diction - To sing in tune - To maintain a simple part within a group. - To sing a song with two or more parts
			- To show control of voice - To play notes on an instrument with care so that they are clear - To perform with control and awareness of others - To perform with expression - To use correct technique to play instruments
		Year 4	- To show control of voice - To play notes on an instrument with care so that they are clear - To perform with control and awareness of others - To perform with expression - To use correct technique to play instruments
	UKS2	Year 5	- To sing or play from memory with confidence - To sing with good diction - To sing in tune - To perform solos or as part of an ensemble - To sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch
			- To hold a part within a round - To sing a harmony part confidently and accurately - To sustain a drone or a melodic ostinato to accompany singing - To perform with controlled breathing (voice) and skilful playing (instrument) - To perform with accuracy and expression, showing an understanding of the context of the music - To use correct technique to play instruments with improved confidence and accuracy
		Year 6	- To hold a part within a round - To sing a harmony part confidently and accurately - To sustain a drone or a melodic ostinato to accompany singing - To perform with controlled breathing (voice) and skilful playing (instrument) - To perform with accuracy and expression, showing an understanding of the context of the music - To use correct technique to play instruments with improved confidence and accuracy
			- To hold a part within a round - To sing a harmony part confidently and accurately - To sustain a drone or a melodic ostinato to accompany singing - To perform with controlled breathing (voice) and skilful playing (instrument) - To perform with accuracy and expression, showing an understanding of the context of the music - To use correct technique to play instruments with improved confidence and accuracy

Listening and Appraising	MUSIC CURRICULUM – LISTENING AND APPRAISING	
	KS1	KS1 – to listen with concentration and understanding to a range of high-quality live and recorded music
		Year 1 To find the pulse in a piece of music To identify and copy the rhythm of a melody
		Year 2 To recognise changes in timbre, dynamics and pitch To begin to recognise different genres of music To begin to recognise instruments being played in a piece of music To express their opinion about pieces of music
	LKS2	KS2 – to listen with attention to detail and recall sounds with increasing aural memory KS2 – to appreciate and understand a wide range of high-quality and recorded music drawn from different traditions and from great composers and musicians
		Year 3 To find the beat/pulse in a piece of music To explain the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. To begin to recognise some orchestral instruments in a piece of music To recognise a range of music genres To recognise instruments being played in a piece of music
		Year 4 To express their opinion about pieces of music using appropriate musical vocabulary To discuss similarities and differences in pieces of music To identify areas of likes and dislikes To understand layers of sounds and discuss their effect on mood and feelings
	UKS2	Year 5 To find the beat/pulse in a piece of music To explain the tempo, dynamics, metre, timbre and duration of a piece of music To recognise orchestral instruments and describe their effect in a piece of music To recognise a range of music genres (including from around the world) and describe their characteristics
		Year 6 To name a variety of composers and artists associated with different genres of music To recognise instruments being played in a piece of music To express their opinion about pieces of music using appropriate musical vocabulary To describe how lyrics often reflect the cultural context of music and have social meaning To discuss similarities and differences in pieces of music and explain how composers and performers achieve this

Notation and Composition	MUSIC CURRICULUM – NOTATION AND COMPOSITION		
	KS1	KS1 – to experiment with, create, select and combine sounds using inter-related dimensions of music	
		Year 1	- To clap rhythms to response to a stimulus - To create a sequence of long and short sounds
		Year 2	- To create a mixture of different sounds (long/short, loud/quiet, high/low) - To compose a simple tune using three or four notes - To create sound effects for a picture or story, thinking about how music can create a mood - To write their compositions using symbols, pictures or patterns
	LKS2	KS2 – to use and understand staff and other musical notations	
		KS2 – to improvise and compose music for a range of purposes using the inter-related dimensions of music	
		Year 3	- To recognise crotchets, quavers, semibreves, minims and crotchet rests - To begin to be able to recognise some notes on a treble clef - To compose a tune using eight notes
		Year 4	- To compose music that has a beginning, middle and end - To use digital technologies to compose pieces of music - To use sound to create abstract effects - To devise non-standard symbols to indicate when to play and rest - To create repeated patterns with a range of instruments - To choose, order, combine and control sounds to create an effect - To recognise the notes EGBDF and FACE on the musical stave
	UKS2	Year 5	- To recognise crotchets, quavers, semibreves, minims, crotchet and quaver rests - To recognise notes on a treble clef staff - To understand that notes are positioned differently on a bass clef - To read and play from music notation - To use and understand simple time signatures - To understand and use the sharp and flat symbols - To record their own compositions using notation
		Year 6	- To use digital technologies to compose, edit and refine pieces of music - To create rhythmic patterns - To create more complex tunes, thinking about their audience - To combine a variety of musical devices, including melody, rhythm and chords - To add lyrics to a composition - To compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics - To thoughtfully select elements for a piece in order to gain a defined effect

Knowledge of Music	MUSIC CURRICULUM – KNOWLEDGE OF MUSIC		
	KS1	KS1 – to listen with concentration and understanding to a range of high-quality live and recorded music	
		Year 1	To begin to recognise different genres of music
		Year 2	To begin to understand that different music can create different moods To express their opinion about pieces of music
	LKS2	KS2 – to develop an understanding of the history of music	
		Year 3	To name some composers and genres of music from different eras To be able to place a piece of music on a timeline
		Year 4	To recognise similarities in the way sounds are used from different eras To recognise differences in the way sounds are used from different eras
		Year 5	To name some composers and genres of music from different eras To name other composers from the same genre and era To be able to place a piece of music on a timeline, noting other historical events of the time
		Year 6	To name different musical periods To recognise similarities and differences in the way sounds are used in music from different times and places and start to reason why composers made the choices they did



Resources

- Somerset Online Music (Charanga)

www.somersetonlinemusic.co.uk

All teaching staff and pupils have their own login and class pages

Using this scheme, ensures a progressive, cohesive approach to music teaching and learning where children are given the opportunity to develop their musical knowledge and skill through a performance-based curriculum.

- Somerset Online Music Teaching and Assessment Packs (Online and on SharePoint)

Scheme overview

Activity manual

Knowledge and Skills organiser Year 1- 6

Teacher Assessment Year 1- 6

Children Assessment Year 1 – 6

History of Music Poster

Style Indicators – a simplified explanation about all the different styles of music within the scheme

Adapted listening and appraising sheet for KS1 and KS2

- BBC Ten Pieces:

Links through Charanga – freestyle and collaborations

Resource packs of associated activities (SharePoint)

<https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6>

- Music Warmup Activities (SharePoint)

A selection of activities and games that focus on rhythm, pitch, composing, notation, listening skills and games

- Song A Day (SharePoint)

A collection of themed songs to improve wellbeing

- NYCOS Resources (SharePoint)

A differentiated selection of vocal activities that focus on pulse, rhythm and pitch