



**Music at St Andrew's CE  
(VA) Infant School**

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## **Music Intent, Implementation and Impact**

### **Music Intent**

Teachers at St Andrew's follow the [Charanga Scheme of Work](#). The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the National Curriculum.

The scheme of work allows our pupils to learn music through integrated, practical, exploratory child-led approach to musical learning.

Teachers at St Andrew's adapt their music lessons to ensure that they are fully inclusive of all pupils.

### **Implementation**

Each Unit of Work taught comprises the 3 strands of musical learning which correspond with the National Curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

### **Resources/Instruments**

St Andrew's Infant School is well resourced with a range of musical instruments which are stored centrally. Music is taught throughout the school as a discreet subject. Three units are taught by each year group each year, one per term. The music lead checks the coverage of music termly. Teachers note which strands have been taught in each unit and this information is shared on the 'Unit Assessment Sheet' in the class Big Book. The Big Book goes up with the class and the next class teacher is able to see which strands have been taught and the previous class assessments.

Children experience weekly opportunities for collective singing and each class performs on stage during family worship half-termly. Topical opportunities for music are always explored, e.g. singing London's Burning during the Bright Lights London topic in Year 1. The use of chime bars across KS1 helps to build and develop the skills needed to play the instrument well.

### **Learning Progression through music**

## Learning progression

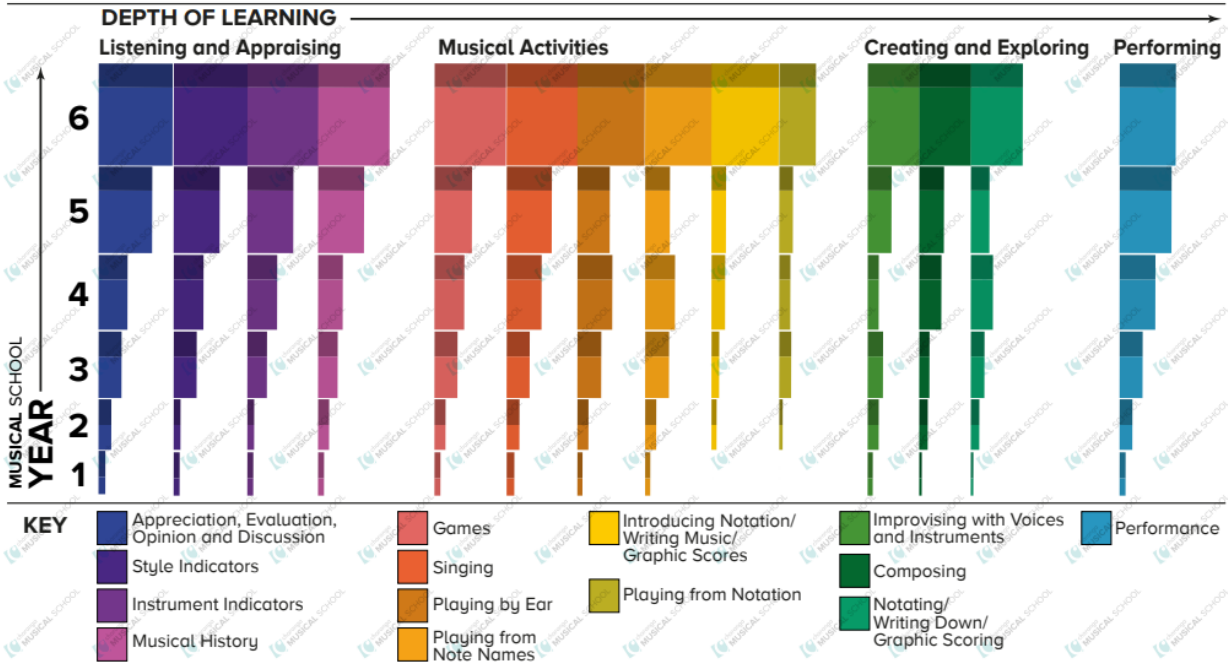
Depth of learning through Charanga Musical School

### National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"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."



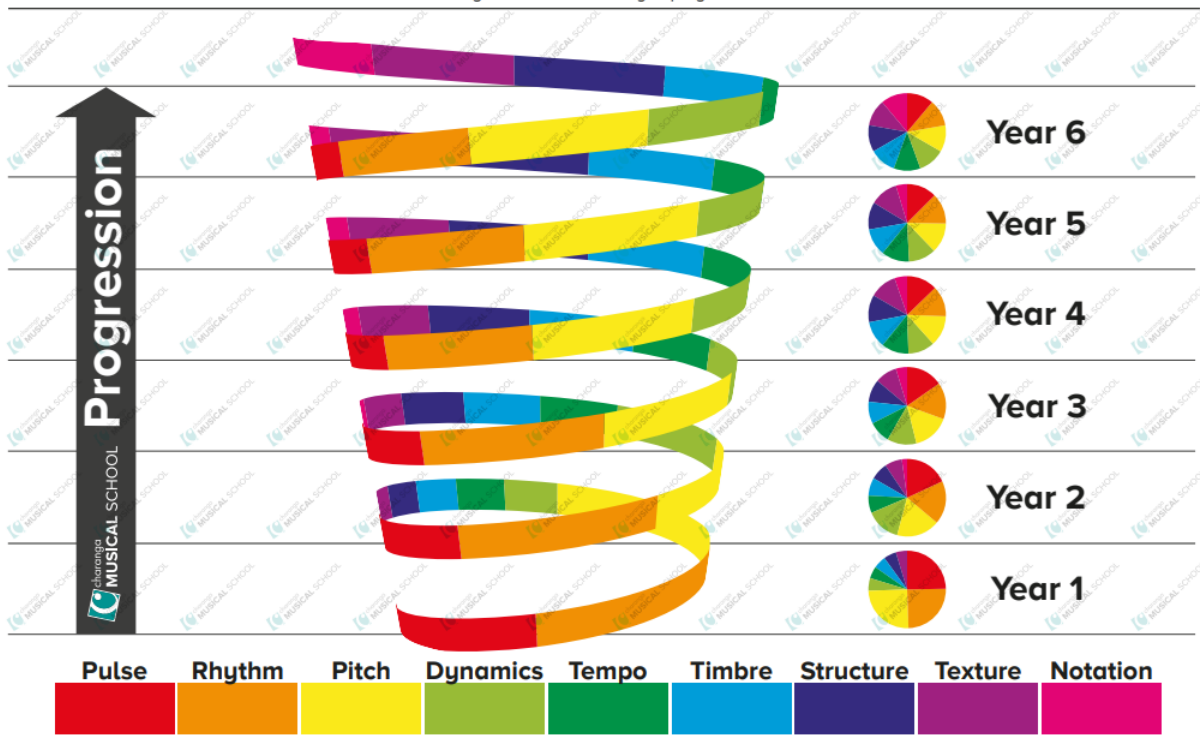
## The Interrelated Dimensions of Music

Progression through Charanga Musical School

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

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

This represents an ever increasing spiral of musical learning.



# Charanga Lesson Documents

Assessment is ongoing throughout each music unit. Children start each unit with the foundation of pulse, then rhythm, then pitch and they add new dimensions as they progress. AfL is used regularly in lessons and misconceptions quickly clarified. Assessment of pupils is shown in the class Big Books on the Unit Assessment Sheets:

The text in turquoise gives teachers the knowledge of how to assess and teach for Greater Depth/deepen understanding.

Knowledge organisers have been provided for each unit of work to enable teachers to have planned key questions, facts and information about the history of the music and have the planned key vocabulary for the lessons. These are referred to in each lesson and kept with the unit assessment sheets in the big book.

## Teacher Assessment – Hands, Feet, Heart – Year 2, Unit 1

**Black text:** Most children will be working at this expected standard.  
**Aqua text:** Others will be working at greater depth.

### 1 – Listening: Hands, Feet, Heart

The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.
- Recognise all or many of the instruments they can hear.**

### 2 – Musical Activities

**Find the pulse (a steady heartbeat)**

- March in time with the pulse.
- Be an animal finding the pulse.

**Clap rhythms (long + short sounds whilst marching to the pulse)**

- Know that rhythm is different to the pulse.
- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Create simple rhythms themselves.**

**Singing in groups**

- Recognise that songs sometimes have a question and answer section and a chorus.

**Play instrumental parts**

- Play accurately and in time
- Expected to play: G, A + C.
- Greater depth: play G, A, B + C.**

**Improvise**

- In the lessons and the performance.
- Most will use C.
- Some will play C + D.**

**Compose**

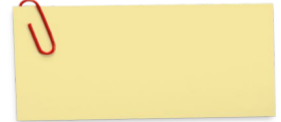
- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will use C, D + E or C, D, E, F + G.**

### 3 – Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

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Teacher's Notes



**Theme:** South Africa and South African music

**Instruments needed:** Glocks and/or untuned percussion, or any instrument the children are learning to play.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.

**Most children** should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.  
**Others will create their own rhythms.**

## Knowledge Organiser – Hands, Feet, Heart – Year 2, Unit 1

### 1 – Listening: Hands, Feet, Heart

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



### 2 – Musical Activities

**Find the pulse!**

- What animal can you be finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Sing Hands, Feet, Heart in groups
- Have fun!

**Playing Instruments** using up to three notes – G or G, A + C. Which part did you play?

### 3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



**This unit is about South Africa and South African music**

**Words you need to know:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Charanga 'Knowledge and skills progression' documents are available for each year group. These focus on the 3 main strands: **Listening and Appraising, Musical Activities & Performing.**

(Each lesson includes Warm-up Games, Singing, Playing instruments, Improvising, Composing and Performing).

The knowledge organisers help the teacher to see what has been covered within a particular unit and ensure coverage of the main strands of learning in music.

Children are encouraged to be confident musicians and perform music both in class and in whole school worship. Music plays a big role in all our celebrations including Christmas, Easter, Mothers' Day and our May Festival Celebration. We have high aspirations for our pupils. Music lessons at St Andrew's Infants teach pupils to have a wider understanding of the world they live in. The Charanga programme incorporates music from a range of genres and cultures. In addition, topical musical opportunities are explored when topic planning for the half term. The Year 2 musical gives the children the opportunity to perform to an audience in school and in the community.

## **Possible Misconceptions**

Using the Charanga knowledge organisers, assessment documents and lesson plans will ensure lessons maintain their musical focus but where misconceptions occur, these should be dealt with immediately, by correctly modelling lesson expectations, such as singing and playing instruments correctly, or correct use of vocabulary.

For non-Music specialists there is a document (Keywords/Vocabulary for Teachers) which explains the meanings of different terminology in order to avoid misconceptions and ensure children are taught correctly

# **Keywords/Vocabulary for Teachers**

See **Style Indicators** document for further support.

## **The Interrelated Dimensions of Music (Dimensions)**

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

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## **Impact**

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through book scrutiny and pupil interviews. The music lead also monitors the coverage of the music lessons and ensures subsequent class teachers are aware of previous years' coverage. The music lead ensures the staff are updated with relevant CPD.

### **1. Timetable**

Each year group teaches three units a year, one per term.

### **2. Content of Music lessons**

Each lesson follows a similar structure which has a comprehensive lesson plan comprising of the strands of musical learning which correspond with the National Curriculum for music:

1. Listening and Appraising
2. Musical Activities
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments

- e. Improvisation
  - f. Composition
3. Performing

There is an expectation that all 9 of the above strands will be covered within one lesson.

Teachers will plan their music lessons based on the plans and resources provided through Charanga Music School. Teachers must aim to reach the instrument and improvisation and composition part of each lesson to ensure that all 9 strands are taught. Continuous assessment notes on the Unit assessment sheet or lesson plan will help to make an overall end of unit assessment.

When the class has finished the Performance section within a unit, classes are encouraged to perform during whole class worship. Not only will this increase pupils' confidence when performing, it will also give pupils a greater purpose when practising if they know they will perform to the whole school.

### **3. Marking**

Teachers will make continuous assessment notes on the Unit Assessment Sheet or lesson plan. This will help to make an overall end of unit assessment using the big book assessment stickers (☺, ☹, 😐) showing which children have worked below, at or above the expected level.

Throughout the lesson it is expected that teachers will give verbal feedback to pupils and advise on how work can be improved. It is not expected that pupils will have individual work books. Children's compositional work and group work should be documented in the class big book. Photographic and video evidence will be saved on the P drive for each unit taught.

### **4. Assessment**

A video of the final lesson of each unit is to be saved on the P drive to show the progress made in each unit, this should include the children singing, clapping along or playing instruments.

Teachers can assess all 9 strands taught throughout the lesson and give immediate verbal feedback to individuals and groups of pupils.

Each year group has a progression of knowledge and skills document. These documents help teachers to assess accurately. These sheets will be stuck into the class big books and highlighted by the class teacher as they have been covered. This will ensure that there is both a clear progression of knowledge and skills from year to year but it will also allow subsequent teachers to identify gaps in learning which need to be taught.

Assessment data will be added to Target Tracker termly.

### **5. Planning**

Lesson plans and resources must be taken from Charanga scheme of work. All resources and lesson sheets are provided. These can be adapted by teachers to meet the needs of all learners as necessary.

Teachers should have a dialogue with their pupils at the beginning of each unit to identify those pupils who can play instruments. Children should be encouraged to bring in their instrument and use within music lessons.

## **6. Resources**

It is expected that within a unit of work there will be plenty of opportunities for pupils to use simple percussion. The units of work lend themselves particularly well to using these instruments.

Untuned and tuned percussion instruments are used and class sets of chime bars and glockenspiels are used across the school.

### **Music Policy**

#### **1 Aims and objectives**

**1.1** Promoting Excellence in a Caring Christian Community; St Andrew's Infant CE (VA) School is a community of teachers, pupils, parents and governors, who work together to develop the potential of each child, incorporating academic, social, spiritual, moral and physical development within a caring Christian environment. The Scheme supports all the requirements of the National Curriculum.

The scheme of work allows our pupils to learn music through integrated, practical, exploratory child-led approach to musical learning.

Teachers at St Andrew's Infant School adapt their music lessons to ensure that they are fully inclusive of all pupils.

Music lessons at St Andrew's Infant School teach pupils to have a wider understanding of the world they live in. Lessons encourage pupils to learn about different types of music around the world and how the different genres originated.

#### **1.2 The aims of music**

Pupils should be taught to become musical, to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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 inter-related 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.

#### **2 Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in our music lessons. We believe in whole-class teaching methods and we combine these with practical musical activities. We encourage children to ask as well as answer questions about the different genres of music they study. We offer them the



opportunity to use a variety of instruments, and we enable them to use IT in music lessons where this serves to enhance their learning (such as during lessons on composition). Children take part in discussions, group work and individual work and they present their work to the rest of the class. During the lesson teachers will model the correct way sing or to play an instrument.

**2.2** We recognise the fact that there are children of widely different musical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which could include:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **3 Music curriculum planning**

**3.1** We use the national curriculum as well as the Charanga scheme for music as the basis for our curriculum planning to ensure the coverage of skills as well as objectives and content.

**3.2** Our curriculum planning is in two phases (long-term and detailed medium-term). Our long-term plan maps the music genres studied in each term. The music subject leader liaises with teaching colleagues in each year group to ensure coverage is present.

**3.3** Our detailed medium-term plans are taken from Charanga online scheme of work ensuring coverage and progression of skills and knowledge. The specific learning objectives are stated on these plans. The music subject leader reviews these plans where necessary and takes advice from the Music Network Meetings within the Local Authority.

**3.5** We plan the music genres studied so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

**3.6** We have subscribed to the Charanga Website which enables individual teachers to access a wide range of high quality planning ideas, resources and guidance.

**3.7** 'Quick Six' questions will be used at the beginning of each music session. This will enable children to revisit previous learning as well as recapping essential 'sticky' knowledge and vocabulary. The questions will be carefully considered in accordance with the planning process.

### **4 Teaching music to children with special needs**

**4.1** In our school, we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of music, we provide learning opportunities that match the needs of children with learning difficulties and we consider the targets set for individual children in their Personal Provision Plans (PPP's).

## **5 Assessment and recording**

**5.1** We assess the children's work in music by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, the teacher will provide feedback as necessary. This might include written work and practical tasks. At the end of the year, the teacher assesses progress. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

**5.2** Examples of children's music work are available in the class Big Books. The Big Books will continue with the children into their next year group so they are able to re-visit and refer to prior learning and so that the teacher is able to see first-hand previous work that has been produced. Children will not have individual exercise books for music.

**5.3** The Quick Six document used in each music lesson will highlight any misconceptions the children have as well as being a tool of Assessment for Learning for individual teachers on previous and current learning in music.

**5.4** Stickers will be used in Big Books to show children's progress in music.

**5.5** We have identified the 'sticky knowledge' for each year group and have produced knowledge organisers in accordance with this to ensure children retain and revisit content outlined in our long term and medium-term plans.

## **6 Resources for the scheme of work**

**7.1** Resources will be stored in the music store. ICT software and resources are stored in the computer suite. Funds to purchase new resources and to manage the curriculum will be determined by the outcome of bids made, before the end of the financial year, by the subject co-ordinator.

**7.2** Music resources are stored centrally in school and are readily available for each staff member to access as necessary.

## **8 Visitors**

**8.1** Visitors are integral to good music teaching and we include as many opportunities as we can to invite outside visitors to engage and inspire our pupils.

Children have the opportunity to attend rock club, run by an outside agency and choir run by the Music Lead.

## **9 Monitoring and review**

**9.1** The music subject leader is responsible for monitoring the standard of the children’s work and the quality of teaching in music. The music subject leader is also responsible for supporting colleagues in the teaching of music, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The music subject leader gives the head teacher ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children’s work and for visiting classes to observe teaching in the subject.

Infant School Music Long Term Plan

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	Me!  Unit 1	Everyone  Unit 2	Our World  Unit 4
<b>Year 1</b>	Hey You  Unit 1	In the Groove  Unit 3	Your Imagination  Unit 5
<b>Year 2</b>	Hands, Feet, Heart  Unit 1	I Wanna Play in a Band  Unit 3	Friendship Song  Unit 5

St Andrew's Infant School Music 'Sticky' Knowledge

	EYFS	Year 1	Year 2
<b>Vocabulary</b>	Instrument Sound Perform	Pitch Pulse Rhythm	Improvise Compose Genre
<b>Children will:</b>	<ul style="list-style-type: none"> <li>-Move and respond to music</li> <li>-Create sounds with their voices, body and percussion instruments</li> <li>-Explore different percussion instruments</li> <li>-Say whether they like a piece of music or not</li> </ul>	<ul style="list-style-type: none"> <li>-Find the pulse within a piece of music</li> <li>-Play and perform 2 notes</li> <li>-Listen and identify instruments within a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>-Compose and perform a simple melody</li> <li>-Listen to and appraise music from a range of genres</li> </ul>
<b>Instruments/ genres</b>	Nursery Rhymes Instruments: 'Voices' Drum Tambourine Maraca Shakers	Hip Hop Latin Pop	Classical South African Rock