



## Intent for Music

A broad and balanced music curriculum at Mary Bassett Lower School provides children with a range of opportunities to enable them to become confident, creative and knowledgeable performers. Music promotes diversity and enables children to express their personal, emotional, social and cultural identity. Our vision at The Mary Bassett Lower School is for our children to be successful, resilient and confident learners and Music lessons provide unique opportunities for children to enhance their capabilities in a practical way.

At our school, we follow an adapted version of the Charanga Music School scheme of learning which focuses on the key areas of listening, appraising, creating, composing and performing music. To ensure that our offer is in line with National Curriculum expectations, we have audited the units to ensure the spiral progression model has been maintained and that children broaden their musical knowledge, skill and appreciation from music across a range of historical time periods, genres, styles and traditions. This includes works of Great Composers and musicians, as well as exploration of the production of sound using Music Technology. Progression through the units allows our children to revisit and build upon their musical understanding of the inter-related dimensions of music: Pitch, duration, dynamics, tempo, timbre, texture, structure. Through regular and deliberate teaching of music, children become proficient in their use of musical language, notation and knowledge whilst gaining confidence and honing their skills of creating sound with their voice and instruments. This is monitored, assessed, supported and celebrated through regular opportunities for performance.

In the broader curriculum, children at our school have access to a range of live and recorded music, they understand how music contributes to performance when watching performances at school and local theatres. There are also additional extra-curricular opportunities for children to learn musical instruments with our peripatetic team or participate in after-school clubs to sing and perform to music.

## Music Progression Map

Key skills	Year 1	Year 2	Year 3	Year 4
<p><b>Musicianship:</b> Understanding Music</p>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, F major, G major and A minor.</li> <li>• Find and keep a steady beat together.</li> <li>• Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Copy back simple rhythmic patterns using long and short.</li> <li>• Copy back simple melodic patterns using high and low.</li> <li>• Complete vocal warm-ups.</li> </ul>	<ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the key centres of: C major, G major and A minor.</li> <li>• Find and keep a steady beat.</li> <li>• Copy back simple rhythmic patterns using long and short.</li> <li>• Copy back simple melodic patterns using high and low.</li> <li>• Complete vocal warm-ups with a copy back option.</li> <li>• Sing short phrases independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Talk about the difference between rehearsing a song and performing it.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>• Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</li> </ul>

<p><b>Listening:</b> Respond/Analyse</p>	<ul style="list-style-type: none"> <li>• Move and dance with the music.</li> <li>• Find the steady beat.</li> <li>• Talk about feelings created by the music.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> <li>• Describe dynamics as loud and quiet.</li> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> <li>• Begin to understand about different styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music.</li> <li>• Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</li> <li>• Move and dance with the music confidently.</li> <li>• Talk about how the music makes you feel.</li> <li>• Find different steady beats. Describe tempo as fast or slow.</li> <li>• Describe dynamics as loud or quiet.</li> <li>• Join in sections of the song, eg call and response.</li> <li>• Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Share your thoughts and feelings about the music together.</li> <li>• Find the beat or groove of the music.</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Invent different actions to move in time with the music.</li> <li>• Talk about what the song or piece of music means.</li> <li>• Identify some instruments you can hear playing.</li> <li>• Identify if it's a male or female voice singing the song.</li> <li>• Talk about the style of the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the words of a song.</li> <li>• Think about why the song or piece of music was written.</li> <li>• Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</li> <li>• Identify the tempo as fast, slow or steady.</li> <li>• Recognise the style of music you are listening to.</li> <li>• Discuss the structures of songs.</li> <li>• Identify: <ul style="list-style-type: none"> <li>○ Call and response</li> <li>○ A solo vocal or instrumental line and the rest of the ensemble</li> <li>○ A change in texture</li> <li>○ Articulation on certain words</li> <li>○ Programme music</li> </ul> </li> <li>• Explain what a main theme is and identify when it is repeated.</li> <li>• Know and understand what a musical</li> </ul>
--	--	---	---	---

				<p>introduction is and its purpose.</p> <ul style="list-style-type: none"> <li>• Recall by ear memorable phrases heard in the music.</li> <li>• Identify major and minor tonality.</li> <li>• Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>• Describe legato and staccato.</li> <li>• Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing, rap, rhyme, chant and use spoken word.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing as part of a choir.</li> <li>• Demonstrate good singing posture.</li> <li>• Sing songs from memory and/or from notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing as part of a choir.</li> <li>• Sing a widening range of unison songs, of varying styles and structures.</li> <li>• Demonstrate good</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in different time signatures: 2/4, 3/4 and</li> </ul>

	<ul style="list-style-type: none"> <li>• Copy back intervals of an octave and fifth (high, low).</li> <li>• Sing in unison.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing to communicate the meaning of the words.</li> <li>• Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>• Understand and follow the leader or conductor.</li> <li>• Add actions to a song. Move confidently to a steady beat.</li> <li>• Talk about feelings created by the music/song.</li> <li>• Recognise some band and orchestral instruments.</li> <li>• Describe tempo as fast or slow.</li> <li>• Join in sections of the song, eg chorus.</li> <li>• Begin to understand where the music fits in the world.</li> <li>• Begin to talk about and understand the style of the music.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when</li> </ul>	<p>singing posture.</p> <ul style="list-style-type: none"> <li>• Perform actions confidently and in time to a range of action songs.</li> <li>• Sing songs from memory and/or from notation.</li> <li>• Sing with awareness of following the beat.</li> <li>• Sing with attention to clear diction.</li> <li>• Sing expressively, with attention to the meaning of the words.</li> <li>• Sing in unison.</li> <li>• Understand and follow the leader or conductor.</li> <li>• Copy back simple melodic phrases using the voice.</li> </ul>	<p>4/4.</p> <ul style="list-style-type: none"> <li>• Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>• Demonstrate good singing posture.</li> <li>• Demonstrate vowel sounds, blended sounds and consonants.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively, with attention to staccato and legato.</li> <li>• Talk about the different styles of singing used for different styles of song.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul>
--	--	---	--	---

		singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).		
<b>Notation</b>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: <ul style="list-style-type: none"> <li>○ C, D, E, F, G</li> <li>○ F, G, A, G, B, D</li> <li>○ D, E, F#, G, A</li> <li>○ D, A, C</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: <ul style="list-style-type: none"> <li>○ C, D, E, F, G, A, B</li> <li>○ G, A, B, C, D, E, F#</li> <li>○ F, G, A, Bb, C, D, E</li> <li>○ A, B, C, D, E</li> </ul> </li> <li>• Identify hand signals as notation, and recognise music notation on a stave of five lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: <ul style="list-style-type: none"> <li>○ C, D, E, F, G, A, B</li> <li>○ F, G, A, Bb, C</li> <li>○ G, A, B, C, D, E</li> <li>○ E, F#, G#, A, B</li> </ul> </li> <li>• Read and respond to semibreves, minims, crotchets and paired quavers.</li> <li>• Identify: • Stave • Treble clef • Time signature • Lines and</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: <ul style="list-style-type: none"> <li>○ C, D, E, F, G, A, B</li> <li>○ F, G, A, Bb, C</li> <li>○ G, A, B, C, D, E, F#</li> <li>○ D, E, F#, G, A, B, C</li> </ul> </li> <li>• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</li> <li>• Identify: • Stave • Treble clef • Time</li> </ul>

			<p>spaces on the staff</p> <ul style="list-style-type: none"> <li>• Identify and understand the differences between crotchets and paired quavers.</li> <li>• Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	<p>signature</p> <ul style="list-style-type: none"> <li>• Identify and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a range.</li> <li>• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>
<b>Playing Instruments</b>	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</li> <li>• Develop facility in playing tuned percussion or a melodic instrument, such as a glockenspiel.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</li> </ul>
<b>Creating: Improvising</b>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major and minor scale using the notes:</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes:</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes:</li> </ul>	<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes:</li> </ul>

	<ul style="list-style-type: none"> <li>○ C, D, E</li> <li>○ D, E, A</li> <li>○ F, G, A</li> <li>○ D, F, G</li> </ul> <ul style="list-style-type: none"> <li>● Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>● Understand the difference between creating a rhythm pattern and a pitch pattern.</li> </ul>	<ul style="list-style-type: none"> <li>○ C, D, E</li> <li>○ C, G, A</li> <li>○ G, A, B</li> <li>○ F, G, A</li> </ul> <ul style="list-style-type: none"> <li>● Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> </ul>	<ul style="list-style-type: none"> <li>○ C, D, E C, D, E, F, G</li> <li>○ C, D, E, G, A</li> <li>○ G, A, B G, A, B, D, E</li> <li>○ G, A, B, C, D</li> <li>○ F, G, A F, G, A, C, D</li> </ul> <ul style="list-style-type: none"> <li>● Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>● Compose over a simple groove.</li> <li>● Compose over a drone.</li> <li>● Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>○ C, D, E C, D, E, G, A</li> <li>○ C, D, E, F, G</li> <li>○ D, E, F#, A, B</li> <li>○ D, E, F, G, A</li> </ul> <ul style="list-style-type: none"> <li>● Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</li> <li>● Improvise over a simple chord progression.</li> <li>● Improvise over a groove.</li> </ul>
<b>Creating: Composing</b>	<p><b>Explore and create graphic scores:</b></p> <ul style="list-style-type: none"> <li>● Create musical sound effects and short sequences of sounds in</li> </ul>	<p><b>Explore and create graphic scores:</b></p> <ul style="list-style-type: none"> <li>● Create musical sound effects and short sequences of sounds in</li> </ul>	<ul style="list-style-type: none"> <li>● Create music and/or sound effects in response to music and video stimulus.</li> <li>● Use music technology, if</li> </ul>	<ul style="list-style-type: none"> <li>● Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five</li> </ul>



	<p>response to music and video stimulus.</p> <ul style="list-style-type: none"> <li>• Create a story, choosing and playing classroom instruments and/or soundmakers.</li> <li>• Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul> <p><b>Use simple notation if appropriate:</b> Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F</p> <p>D, F</p>	<p>response to music and video stimulus.</p> <ul style="list-style-type: none"> <li>• Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>• Create a story, choosing and playing classroom instruments.</li> <li>• Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul> <p><b>Use notation if appropriate:</b> Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>G, A G, A, B G, A, B, D</p>	<p>available, to capture, change and combine sounds.</p> <ul style="list-style-type: none"> <li>• Compose over a simple chord progression.</li> <li>• Compose over a simple groove.</li> <li>• Compose over a drone.</li> <li>• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>• Use simple dynamics.</li> <li>• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>• Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</li> </ul> <p>C, D C, D, E C, D, E, F</p>	<p>pitches, suitable for the instruments being learnt.</p> <ul style="list-style-type: none"> <li>• Compose over a simple chord progression.</li> <li>• Compose over a groove.</li> <li>• Create music in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>• Use simple dynamics.</li> <li>• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>• Create a melody using crotchets, minims, quavers and their rests.</li> <li>• Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the</li> </ul>
--	--	--	---	--

	<p>D, F, G  D, F, G, A  D, F, G, A, C  Start and end on the note D</p>	<p>G, A, B, D, E  Start and end on the note G  (Pentatonic on G)</p> <p>F, G  F, G, A  F, G, A, C  F, G, A, C, D  Start and end on the note F  (Pentatonic on F)</p>	<p>C, D, E, F, G  Start and end on the  note C (C major)</p> <p>F, G  F, G, A  F, G, A, B<math>\flat</math>  F, G, A, B<math>\flat</math>, C  Start and end on the  note F (F major)</p> <p>G, A  G, A, B  G, A, B, D  G, A, B, D, E  Start and end on the  note G (Pentatonic on G)</p>	<p>note C (Pentatonic on C)</p> <p>C, D C, D, E  C, D, E, F  C, D, E, F, G  Start and end on the  note C (C major)</p> <p>A, B  A, B, C  A, B, C, D  A, B, C, D, E  Start and end on the  note A (A minor)</p> <p>D, E  D, E, F  D, E, F, G  D, E, F, G, A  Start and end on the  note D (D minor)</p> <p>G, A  G, A, B  G, A, B, D  G, A, B, D, E  Start and end on the  note G (Pentatonic on G)</p>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Enjoy and have fun performing.</li> </ul>	<ul style="list-style-type: none"> <li>Practise, rehearse and share a song that has</li> </ul>	<ul style="list-style-type: none"> <li>Practise, rehearse and share a song that has</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse and enjoy the opportunity to share</li> </ul>

	<ul style="list-style-type: none"> <li>• Choose a song/songs to perform to a well-known audience.</li> <li>• Prepare a song to perform. Communicate the meaning of the song.</li> <li>• Add actions to the song.</li> <li>• Play some simple instrumental parts.</li> </ul>	<p>been learned in the lesson, from memory or with notation, and with confidence.</p> <ul style="list-style-type: none"> <li>• Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Talk about the difference between rehearsing a song and performing it.</li> </ul>	<p>been learned in the lesson, from memory or with notation, and with confidence.</p> <ul style="list-style-type: none"> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>• Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>• Talk about what the song means and why it was chosen to share.</li> <li>• Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</li> </ul>	<p>what has been learned in the lessons.</p> <ul style="list-style-type: none"> <li>• Perform, with confidence, a song from memory or using notation.</li> <li>• Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> <li>• Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>• Communicate the meaning of the words and articulate them clearly.</li> <li>• Use the structure of the song to communicate its mood and meaning in the performance.</li> <li>• Talk about what the</li> </ul>
--	---	--	--	---

				<p>rehearsal and performance has taught the student.</p> <ul style="list-style-type: none"><li>• Understand how the individual fits within the larger group ensemble.</li><li>• Reflect on the performance and how well it suited the occasion.</li><li>• Discuss and respond to any feedback; consider how future performances might be different.</li></ul>
--	--	--	--	---