Shropshire Music Service

Music Development Plan

School	**St Peter's CE Primary School**
Trust / Local Authority	**Empower Trust**
Music Lead	**Dave Kennard**
Music Specialist	**None**
Head Teacher	**Sarah Kynaston**
Date written	**July 7th 2024**
Review Date	**July 2025**

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	Summary of Areas for Music Development Plan
1 – Overall objective	*For all children to have equal opportunities to access the music curriculum and expand opportunities for listening to different genres* *To develop children's knowledge of Musical Elements throughout the school*
2 – Key components	*Our music curriculum follows the Charanga scheme across KS1 and KS2. EYFS also use the scheme. Classroom instrumental teaching is undertaken by SMS for one term where Charanga is not used. KS1 study use of percussion. Y3 study the ukulele, Y6 participate in the use of Garage band and Launchpad to compose and create music digitally, which was given funding in 2019, Y5 study the tin whistle and Y4 study the cornet.* *Progression from classroom instrumental teaching is addressed with a cornet club and Ukulele club offered alongside lessons on brass and guitar.* *We have a wealth of visiting music teachers – 2 x piano teachers, a guitar teacher from the music service as well as a private teacher and a drum teacher. SMS also provide a violin and cornet teacher.* *SMS are council led local music hub who provide us with an annual live 'band' performance from their teachers which the school buys into. Children also have the opportunity to develop their skills by joining the SMS ensemble 'Stompers' which takes place at Thomas Adams Secondary School* *All Pupil Premium children are given musical opportunities and if they chose to have lessons or are involved in music clubs the cost is partially funded* *Planning and curriculum follows Charanga Musical school and there is CPD offered to the subject lead through hub meetings* *The school has a choir/ensemble that train for Young Voices, children also "Sing and Sign" in a church performance, EYFS and KS1 take part in their Christmas Nativity, and Y6 have their leavers show* *Whole school singing assemblies occur once a week where children learn songs from "Sparkyard" and singing happens daily in other assemblies*

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	2 x yearly children who learn an instrument have the opportunity for performance opportunities infront of the school and in the summer term "The Steve Fox Music Award" is presented to a child who has shown a particular determination with their musical learning journey *We don't have a school orchestra, but many of our learners are given the chance to play with Stompers at Thomas Adams Secondary school*
3 – Classroom instrumental teaching	*The school's offer for each parallel class is as follows.* *Rec/KS1 have 45 mins per term with SMS to study whole class percussion.* *Y3 have 45 mins of whole class ukulele.* *Y4 have 45 mins of whole class cornet* *Y5 have 45 mins of whole class tin whistle* *Y6 have 45 mins of whole class garage band/launchpad* *The cost of which is partly covered using money from the PP grant* *The other terms are covered by the Charanga Musical school scheme which is taught by the class teacher/HLTA* *Progress is assessed termly using the Charanga Assessment* *All children are given access to the lessons and Children with SEND are allowed to wear ear defenders should they choose*
4 – Implementation of key components	*SMS lessons for all classes take place on Mondays and the other two terms lessons happen during the week* *KS1 School performances are annually at Christmas and at the end of the summer term for Y6* *Y3, Y4, Y5 participate in the church services. Children also sing in church regularly throughout the year and Spark yard provides the school with their song bank* *Appendix 1: progression document* *Appendix 2: assessment materials*
5 – Communication activities	*Parents are keep informed about musical activities through the school website and their Face book page* *Letters are sent home informing parents of music clubs on offer and SMS links for instrument learning are included on school newsletters* *Appendix 3: continuation letter example*
6 – Evaluation process for the success of the Music Development Plan	*The subject lead undertakes a termly review of the music curriculum and provision, which outlines the strengths and the direction of music for the following terms and monitors the subject by talking to staff and children, undertaking book looks and reviewing the housing and care of instruments. Regular meetings are held with the music governor who is our SMS teacher. The music governor has a copy of the end of term report.*
7 – Transition work with local secondary schools	*To maintain musical engagement from Year 6 to Year 7, children are encouraged to attend Stompers at Thomas Adams.* *Reference to this is made during assemblies and at the end of musical performances*

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8 – Budget materials and staffing	*Money is used from the PPG to partially fund whole class instrumental teaching enrichment activities for PP children, There is an annual subscription for Charanga and Sparkyard.* *The music lead helps the staff with their understanding of Charanga and provides them all with personal logins*
9 – Pupil Premium and SEND provision	*Children who are disadvantaged have full access to the curriculum in accordance with our aims. We aim to ensure that the teaching of music is accessible to all pupils. Storage systems are accessible, e.g. within reach. Resources are labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, as appropriate. Teachers ensure that pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Children with sensory needs are enabled to participate through the provision of resources such as ear defenders. Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Disadvantaged pupils are given the opportunity to build their cultural capital in accordance with our vision to enable all pupils to dream, believe, achieve and flourish.* *Children with SEND have full access to the curriculum. Teaching and tasks will be adapted to suit the needs of the child and alternative methods of recording will be provided e.g. digitally if appropriate.*

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Appendix 1:

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FS			KS1		KS2			
EYFS			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond	***Substantive Knowledge:*** ● ***I KNOW*** *nursery rhymes off by heart.* ● ***I KNOW*** *the stories of some of the nursery rhymes.* ● ***I KNOW*** *that music can touch my feelings.* ***Disciplinary Knowledge and Skills:*** ● ***I CAN*** *enjoy moving to music by dancing, marching, being animals or Pop stars.*	**Listening and appraising**	***Substantive Knowledge*** ● ***I KNOW*** *5 songs off by heart.* ● ***I KNOW*** *what the songs are about.* ● ***I KNOW*** *and recognise the sound and names of some of the instruments in songs.* ***Disciplinary Knowledge and Skills*** ●***I CAN*** *enjoy moving to music by dancing, marching, being animals or pop stars.*	***Substantive Knowledge*** ● ***I KNOW*** *five songs off by heart.* ● ***I KNOW*** *some songs have a chorus or a response/answer part.* ● ***I KNOW*** *that songs have a musical style.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *enjoy moving to music by dancing, marching,* *being animals or pop stars.* ● ***I CAN*** *tell a story or describe an idea through songs*	***Substantive Knowledge*** ● ***I KNOW*** *five songs from memory and who sang them or wrote them.* ● ***I KNOW*** *the musical style of the five songs.* ● ***I KNOW*** *the dimensions featured in a song, and where they are used (texture, dynamics, tempo, rhythm and pitch)* ●***I KNOW*** *the main sections of the song (introduction, verse, chorus etc.)* ●***I KNOW*** *some of the instruments I heard in the song* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *confidently identify and move to the pulse.* ● ***I CAN*** *take it in turns to discuss how the song makes me feel.* ● ***I CAN*** *listen carefully and respectfully to other people's thoughts about music.*	***Substantive Knowledge*** ●***I KNOW*** *five songs from memory and who sang them or wrote them.* ●***I KNOW*** *the style of the five songs.* ● ***I KNOW*** *musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).* ● ***I KNOW*** *the main sections of the song (introduction, verse, chorus etc).* ● ***I KNOW*** *some of the instruments I heard in a song.* ***Disciplinary Knowledge and Skills*** ● *I* ***CAN*** *identify and move to the pulse.* ● ***I CAN*** *talk about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).* ● ***I CAN*** *talk about the music and how it makes me feel.* ● ***I CAN*** *listen carefully and respectfully to other people's thoughts about the music.*	***Substantive Knowledge*** ● ***I KNOW*** *five songs from memory, who sang or wrote them, when they were written and, if possible, why?* ● ***I KNOW*** *the style of the five songs and other songs from those styles.* ●***I KNOW*** *some of the style indicators of the songs (The lyrics and any musical dimensions texture, dynamics, tempo, rhythm and pitch)* ●***I KNOW*** *the main sections of the songs (intro, verse, chorus etc.)* ●***I KNOW*** *some of the instruments I heard in the song* ●***I KNOW*** *The historical context of the song.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *identify and move to the pulse with ease.* ● ***I CAN*** *think about the message of songs.* ● ***I CAN*** *compare two songs in the same*	***Substantive Knowledge*** ● ***I KNOW*** *five songs from memory, who sang or wrote them, when they were written and why?* ● ***I KNOW*** *the style of the songs and to name other songs in those styles.* ●***I KNOW*** *The style indicatotors of songs (The lyrics and musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)* ●***I KNOW*** *the structure of the songs (intro, verse, chorus etc.) and some of the instruments used* ●***I KNOW*** *the historical context of the songs.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *identify and move to the pulse with ease.* ● ***I CAN*** *think about the message of songs.* ● ***I CAN*** *compare two songs in the same style, talking about what stands out musically in each of them, their*

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							style, talking about what stands out musically in each of them, their similarities and differences. ● ***I CAN*** *listen carefully and respectfully to other people's thoughts about music.* ● ***I CAN*** *talk about the musical dimensions working together in songs.* ● ***I CAN*** *talk about the music and how it makes me feel.*	*similarities, and differences.* ● ***I CAN*** *listen carefully and respectfully to other people's thoughts about the music.* ● ***I CAN*** *talk about music and how it makes me feel, using musical language to describe the music.*
Explore and Create (Musical Activities)	***Substantive Knowledge:*** ● ***I KNOW*** *that we can move with the pulse of the music.* ● ***I KNOW*** *that the words of songs can tell stories and paint pictures.* ***Disciplinary Knowledge and Skills:*** ● ***I CAN*** *find the pulse by copying a character in a nursery rhyme.* ● ***I CAN*** *copy basic rhythm patterns of single words, building to short phrases from the song/s.* ● ***I CAN*** *explore high and low using voices and sounds of characters in the songs.* ● ***I CAN*** *create my own Sounds and invent a pattern using one pitched note.* ***I CAN*** *add a 2-note melody to the rhythm of the words.*	**Playing Musical games**	***Substantive Knowledge*** ● ***I KNOW*** *that music has a steady pulse, like a heartbeat.* ● ***I KNOW*** *that we can create rhythms* ***Disciplinary Knowledge and Skills:*** ● ***I CAN*** *find the pulse.* ● ***I CAN*** *copy back, listen to the rhythm and clap back.* ● ***I CAN*** *create rhythms for others to copy* ● ***I CAN*** *use my voice to copy back using 'la', whist marching I CAN the steady beat*	***Substantive Knowledge*** ● ***I KNOW*** *that music has a steady pulse, like a heartbeat.* ● ***I KNOW*** *that we can create rhythms from words, our names, favourite food, colours and animals.* ● ***I KNOW*** *rhythms are different from the steady pulse.* ● ***I KNOW*** *we add high and low sounds, (pitch) when we sing and play our instruments.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *find the pulse.* ● ***I CAN*** *copy back, listen to the rhythm and clap back.* ● ***I CAN*** *create rhythms for others to copy* ● ***I CAN*** *use my voice to copy back using 'la', whist marching to the steady beat*	***Substantive Knowledge*** ● ***I KNOW*** *how to find and demonstrate the pulse.* ● ***I KNOW*** *the difference between pulse and rhythm.* ● ***I KNOW*** *how pulse, rhythm, and pitch work together to create a song.* ● ***I KNOW*** *that every piece of music has a pulse/steady beat.* ● ***I KNOW*** *the difference between a musical question and an answer.* ***Disciplinary Knowledge and Skills*** ***I CAN*** *Find the Pulse* ***I CAN*** *Clap and say back rhythms* ***I CAN*** *Create my own simple rhythm patterns* ***I CAN*** *perhaps lead the class using simple rhythms* ***I CAN*** *'Listen and sing back' (no notation)* ***I CAN*** *copy back with instruments, without/with notation*	***Substantive Knowledge*** ●***I KNOW*** *How pulse, rhythm and pitch work together* ● ***I KNOW*** *the difference between pulse and rhythm* ● ***I KNOW*** *how to create musical ideas for the group to copy or respond to* ***Disciplinary Knowledge and Skills*** ***I CAN*** *Find the Pulse* ***I CAN*** *Clap and say back rhythms* ***I CAN*** *Create my own simple rhythm patterns* ***I CAN*** *Perhaps lead the class using their simple rhythms* ***I CAN*** *Copy Back Using TWO Notes* ***I CAN*** *'Listen and sing back' (no notation)* ***I CAN*** *Copy back with instruments, without/ with notation* ***I CAN*** *Pitch Copy Back and perform Vocal Warm-ups*	***Substantive Knowledge*** ●***I KNOW*** *how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a song* ● ***I KNOW*** *how to keep the internal pulse* ● ***I KNOW*** *how to create musical ideas for the group to copy or respond to* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *Find the pulse* ○ ***I CAN*** *COPY back rhythms based on the words of the main song, that include syncopation* ***I CAN*** *Copy back one-note riffs using simple and syncopated rhythm patterns* ***I CAN*** *Lead the class by inventing rhythms for others to copy back*	***Substantive Knowledge*** ●***I KNOW*** *how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music* ● ***I KNOW*** *how to keep the internal pulse* ● ***I KNOW*** *how tocreate musical ideas for the group to copy or respond to* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *Find the pulse* ***I CAN*** *COPY back rhythms based on the words of the main song, that include syncopation* ***I CAN*** *Copy back one-note riffs using simple and syncopated rhythm patterns* ● ***I CAN*** *Lead the class by inventing rhythms for others I CAN copy back* ***I CAN*** *Copy back three-note riffs by ear and with notation*

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							I CAN *Copy back two-note riffs by ear and with notation* ***I CAN*** *Question and answer using two different notes*	***I CAN*** *Question and answer using three different notes*
Singing	***Substantive Knowledge:*** ● *I KNOW how to sing or rap nursery rhymes and simple songs from memory.* ● *I KNOW songs have sections.* ***Disciplinary Knowledge and Skills:*** ● ***I CAN*** *sing along with a pre-recorded song and add actions.* ● ***I CAN*** *sing along with the backing track.*	**Singing**	***Substantive Knowledge*** ***I KNOW*** *how to sing or rap five songs from memory and sing them in unison.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *sing notes of different pitches (high and low).* ● ***I CAN*** *make different types of sounds with my voice* ***I CAN*** *rap or say words in rhythm.* ● ***I CAN*** *start and stop singing when following a leader.*	***Substantive Knowledge*** ● ***I KNOW*** *how to sin● **I KNOW** g or rap five songs from memory and sing them in unison.* ● ***I KNOW*** *that unison is everyone singing at the same time.* ● ***I KNOW*** *songs include other ways of using the voice e.g. rapping* ● ***I KNOW*** *why we need to warm up our voices.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *sing notes of different pitches (high and low).* ● ***I CAN*** *make different types of sounds with my voice (rap spoken word with rhythm).* ● ***I CAN*** *find a comfortable singing position.* ● ***I CAN*** *start and stop singing when following a leader.*	***Substantive Knowledge*** ● ***I KNOW*** *singing in a group can be called a choir/ ensemble and that you must listen to each other* ● ***I KNOW*** *songs can make you feel different things e.g. happy, energetic or sad* ● ***I KNOW*** *why you must warm up your voice* ***Disciplinary Knowledge and Skills*** ●***I CAN*** *sing in unison and in simple two-parts.* ● ***I CAN*** *demonstrate a good singing posture.* ● ***I CAN*** *follow a leader when singing.* ● ***I CAN*** *enjoy exploring singing solo.* ● ***I CAN*** *sing with awareness of being 'in tune'.* ● ***I CAN*** *have an awareness of the pulse internally when singing.*	***Substantive Knowledge*** ● ***I KNOW*** *singing in a group can be called a choir/ ensemble and that you must listen to each other* ● ***I KNOW*** *songs can make you feel different things e.g. happy, energetic or sad* ● ***I KNOW*** *how a solo singer makes a thinner texture than a large group* ● ***I KNOW*** *why you must warm up your voice* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *sing in unison and in simple two-parts.* ● ***I CAN*** *demonstrate a good singing posture.* ● ***I CAN*** *follow a leader when singing.* ●***I CAN*** *enjoy exploring singing solo.* ● ***I CAN*** *sing with awareness of being 'in tune'.* ● ***I CAN*** *rejoin the song if lost.* ● ***I CAN*** *listen I CAN the group when singing.*	***Substantive Knowledge*** ● ***I KNOW*** *and confidently sing five songs and their parts from memory and with a strong internal pulse.* *about a song's main features* ***I KNOW*** *what the song is about and the meaning of the lyrics* ***I KNOW*** *and explain the importance of warming up your voice* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *sing in unison and sing to backing vocals.* ● ***I CAN*** *enjoy exploring singing solo.* ***I CAN*** *listen to the group when singing.* ● ***I CAN*** *demonstrate a good singing posture.* ● ***I CAN*** *experience rapping and solo singing.* ● ***I CAN*** *listen to each other and be aware of how I fit into the group.* ● ***I CAN*** *sing with awareness of being 'in tune'.*	***Substantive Knowledge*** ● ***I KNOW*** *and confidently sing five songs and their parts from memory and with a strong internal pulse.* ● ***I KNOW*** *about the style of the songs so to represent the feeling and context to my audience* ● ***I KNOW*** *about a song's main features* ○ ***I KNOW*** *what the song is about and the meaning of the lyrics* ○ ***I KNOW*** *and explain the importance of warming up my voice* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *sing in unison and sing backing vocals.* ● ***I CAN*** *demonstrate a good singing posture.* ● ***I CAN*** *follow a leader when singing.* ● ***I CAN*** *experience rapping and solo singing.* ● ***I CAN*** *listen to each other and be aware of how you fit into the group.* ● ***I CAN*** *sing with awareness of being 'in tune'.*
		Playing instruments	***Substantive Knowledge***	***Substantive Knowledge***	***Substantive Knowledge***	***Substantive Knowledge***	***Substantive Knowledge***	***Substantive Knowledge***

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			● ***I KNOW*** *the names of the notes in my instrumental part from memory or when written down.* ● ***I KNOW*** *the name of the instrument I am playing.* ***Disciplinary Knowledge and Skills:*** ● ***I CAN*** *Treat instruments carefully and with respect.* ● ***I CAN*** *play a tuned instrumental part with the song I perform.* ● ***I CAN*** *play an instrumental using one of the differentiated parts* ● ***I CAN*** *and follow musical instructions from a leader.*	● ***I KNOW*** *the names of the notes in my instrumental part from memory or when written down.* ● ***I KNOW*** *the names of untuned percussion instruments played in class.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *treat instruments carefully and with respect.* ● ***I CAN*** *play a tuned instrumental part using one of the differentiated parts* ● ***I CAN*** *play the part in time with the steady pulse.* ● ***I CAN*** *and follow musical instructions from a leader.*	● ***I KNOW*** *about the instruments used in class (a glockenspiel, a recorder)* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *treat instruments carefully and with respect.* ● ***I CAN*** *play any or all of four, differentiated parts on a tuned instrument from memory or using notation.* ● ***I CAN*** *rehearse and perform my part within the context of a song.* ● ***I CAN*** *listen and follow musical instructions from a leader.* .	●***I KNOW*** *and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).* ● *I* ***KNOW*** *other instruments they might play or be played in a band or orchestra or by their friends.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *treat instruments carefully and with respect.* ● ***I CAN*** *play any one, or all four, differentiated parts on a tuned instrument from memory or using notation.* ● ***I CAN*** *rehearse and perform their part within the context of the Unit song.* ● ***I CAN*** *listen to and follow musical instructions from a leader.* ● ***I CAN*** *experience leading the playing by making sure everyone plays in the playing section of the song.*	***I KNOW*** *about different ways of writing music down – e.g. staff notation, symbols* ● ***I KNOW*** *The notes C, D, E, F, G, A, B + C on the treble stave* ***I KNOW*** *the instruments I might play or be played in a band or orchestra* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *play a musical instrument with the correct technique within the context of song* ● ***I CAN*** *select and learn an instrumental part using one of the differentiated parts from memory or using notation.* ● ***I CAN*** *rehearse and perform my part within the context of a song.* ● ***I CAN*** *listen and follow musical instructions from a leader.* ● ***I CAN*** *lead a rehearsal session.*	●***I KNOW*** *about different ways of writing music down – e.g. staff notation, symbols* ● ***I KNOW*** *the notes C, D, E, F, G, A, B + C on the treble stave* ● ***I KNOW*** *the instruments I might play or be played in a band or orchestra* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *play a musical instrument with the correct technique within the context of a song.* ● ***I CAN*** *select and learn an instrumental part using one of the differentiated parts of the song from memory or using notation.* ● ***I CAN*** *rehearse and perform my part within the context of a song.* ● ***I CAN*** *listen and follow musical instructions from a leader.* ● ***I CAN*** *lead a rehearsal session.*
		Improvising	***Substantive Knowledge:*** ● ***I KNOW*** *improvisation is about making up my own tunes* ● ***I KNOW*** *when someone improvises, they make up their own tune that has never been heard before.* ● ***I KNOW*** *everyone can improvise*	***Substantive Knowledge*** ● ***I KNOW*** *improvisation is making up my own tunes* ● ***I KNOW*** *when someone improvises, they make up their own tune that has never been heard before.*	***Substantive Knowledge*** ●***I KNOW*** *improvisation is making up own tunes on* ● ***I KNOW*** *when someone improvises, they make up their own tune that has not been heard before* ● ***I KNOW*** *that using one or two notes confidently is better than using five*	***Substantive Knowledge*** ●***I KNOW*** *improvisation is making up tunes on the spot* ● ***I KNOW*** *when someone improvises, they make up their own tune that has never been heard before and is not written down*	***Substantive Knowledge*** ●***I KNOW*** *improvisation is making up own tunes that have never been heard before.* ● ***I KNOW*** *that using one or two notes*	***Substantive Knowledge*** ●***I KNOW*** *improvisation is making up own tunes that have never been heard before.* ● ***I KNOW*** *that using one or two notes confidently is better than using five*

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			Disciplinary Knowledge and Skills: ***I CAN*** *clap and Improvise* ***I CAN*** *sing, play and improvise with voices and instruments* ***I CAN*** *improvise* rhythms and melodies with confidence and understanding in the group. **I CAN** start improvising using one or two notes.	● ***I KNOW*** *everyone can improvise, and use one or two notes.* ***Disciplinary Knowledge and Skills*** ***I CAN*** *clap and Improvise* ***I CAN*** *sing, play and improvise with voices and instruments* ***I CAN*** *improvise* rhythms and melodies with confidence and understanding in the group. I **CAN** start improvising using one note.	● ***I KNOW*** *that if you improvise using the notes you are given, you cannot make a mistake* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *play and Improvise using instruments* ***I CAN*** *improvise using at least one note.* ● ***I CAN*** *Improvise and take it in turns*	● ***I KNOW*** *that using one or two notes confidently is better than using five* ● ***I KNOW*** *that if I improvise using the notes you are given, you cannot make a mistake* ● ***I KNOW*** *that I can use some of the riffs I have heard* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *play and Improvise using instruments* ***I CAN*** *improvise using two notes.* ● ***I CAN*** *Improvise and take it in turns*	*confidently is better than using five* ● ***I KNOW*** *that if I improvise using the notes I am given, I cannot make a mistake* ● ***I KNOW*** *that I can use some of the riffs I have heard in my improvisations* ● ***I KNOW*** *some well-known improvising musicians* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *play and Improvise using instruments* ***I CAN*** *improvise using two to three notes.* ● ***I CAN*** *Improvise and take it in turns* ● ***I CAN*** *Improvise by starting on a given note*	● ***I KNOW*** *that if I improvise using the notes I am given, I cannot make a mistake* ● ***I KNOW*** *that I can use some of the riffs I have heard in my improvisations* ● ***I KNOW*** *three well-known improvising musicians* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *play and Improvise using instruments* ***I CAN*** *improvise using three notes.* ● ***I CAN*** *Improvise and take it in turns* ● ***I CAN*** *Improvise by starting on a given note*
		Composing	***Substantive Knowledge*** ● ***I KNOW*** *composing is like writing a story with music.* ● ***I KNOW*** *everyone can compose.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *create a simple melody using one, two or three notes.* ● ***I CAN*** *write the notes of the composition down and change if necessary.*	***Substantive Knowledge*** ● ***I KNOW*** *composing is like writing a story with music.* ● ***I KNOW*** *everyone can compose.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *create three simple melodies with the using one, three or five different notes.* ● ***I CAN*** *write the notes of the composition down and change if necessary.*	***Substantive Knowledge*** ●***I KNOW*** *music composition is created by me and kept in some way.* ● ***I KNOW*** *different ways of recording compositions (letter names, symbols, audio etc.)* ***Disciplinary Knowledge and Skills*** ***I CAN*** *create a simple melody using one, three or five different notes.* ● ***I CAN*** *plan and create a section of music that can be performed within the context of a song.* ● ***I CAN*** *reflect upon the developing composition and make decisions about*	***Substantive Knowledge*** ●***I KNOW*** *music composition is created by me and kept in some way.* ● ***I KNOW*** *different ways of recording compositions (letter names, symbols, audio etc.)* ***Disciplinary Knowledge and Skills*** ***I CAN*** *create at least one simple melody using one, three or five different notes.* ● ***I CAN*** *plan, talk about and create a section of music that can be performed within the context of a song.* ● ***I CAN*** *reflect upon the developing composition and make decisions about*	***Substantive Knowledge*** ●***I KNOW*** *music composition is created by me and kept in some way.* ● ***I KNOW*** *different ways of recording compositions (letter names, symbols, audio etc.)* ● ***I KNOW*** *a composition has all the musical elements* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *create simple melodies using up to five different notes and simple rhythms*	***Substantive Knowledge*** ●***I KNOW*** *music composition is created by me and kept in some way.* ● ***I KNOW*** *different ways of recording compositions (letter names, symbols, audio etc.)* ● ***I KNOW*** *the connection between sound and symbol* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *create simple melodies using up to five different notes and simple rhythms that*

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					musical elements (pulse, rhythm, pitch, dynamics and tempo.) ● ***I CAN*** *record my composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).*	*musical elements (pulse, rhythm, pitch, dynamics and tempo.)* ● ***I CAN*** *record my composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).*	● ***I CAN*** *explain the keynote or home note and the structure of the melody.* ● ***I CAN*** *reflect upon the developing composition and make musical decisions about how the melody connects with the song.* ● ***I CAN*** *record my composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).*	*work musically with the style of a song* ● ***I CAN*** *explain the keynote or home note and the structure of the melody.* ● ***I CAN*** *reflect upon the developing composition and make musical decisions about how the melody connects with the song.* ● ***I CAN*** *record my composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).*
Share and perform	***Substantive Knowledge:*** ● ***I KNOW*** *performance is sharing music.* ***Disciplinary Knowledge and Skills:*** ● ***I CAN*** *perform any of the nursery rhymes by singing and adding actions or dance.* ● ***I CAN*** *perform any nursery rhymes or songs adding a simple instrumental part.* ● ***I CAN*** *record the performance talk about it.*	**Performing and sharing**	***Substantive Knowledge*** ● ***I KNOW*** *A performance is sharing music with other people, called an audience.* ***Disciplinary Knowledge and Skills*** ●***I CAN*** *choose a song I have learnt and perform it.* ● ***I CAN*** *add my ideas to the performance.* ● ***I CAN*** *record the performance and say how I felt about it.*	***Substantive Knowledge*** ● ***I KNOW*** *a performance is sharing music with an audience.* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *choose a song I have learnt and perform it.* ● ***I CAN*** *add my ideas to the performance.* ● ***I CAN*** *record the performance and say how I felt about it.*	***Substantive Knowledge*** ● ***I KNOW*** *performing is sharing music with other people, an audience* ● ***I KNOW*** *I need to have planned everything that will be performed* ● ***I KNOW*** *I must sing or rap the words clearly and play with confidence* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *choose what to perform and create a programme.* ● ***I CAN*** *communicate the meaning of the words and clearly articulate them.* ● ***I CAN*** *talk about the best place to be when performing* ● ***I CAN*** *record and evaluate the performance (what they would change and why)*	***Substantive Knowledge*** ● ***I KNOW*** *performing is sharing music with other people, an audience* ● ***I KNOW*** *I need to have planned everything that will be performed* ● ***I KNOW*** *I must sing or rap the words clearly and play with confidence* ● ***I KNOW*** *performing involves communicating feelings, thoughts and ideas about the song/music* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *choose what to perform and create a programme.* ● ***I CAN*** *communicate the meaning of the words and clearly articulate them.* ● ***I CAN*** *talk about the best place to be when performing*	***Substantive Knowledge*** ● ***I KNOW*** *performing is sharing music with an audience* ● ***I KNOW*** *I must sing or rap the words clearly and play with confidence* ● ***I KNOW*** *performing involves communicating feelings, thoughts and ideas about the song/music* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *choose what to perform and create a programme.* ● ***I CAN*** *communicate the meaning of the words and clearly articulate them.*	***Substantive Knowledge*** ● ***I KNOW*** *performing is sharing music with an audience with belief* ● ***I KNOW*** *I must sing or rap the words clearly and play with confidence* ● ***I KNOW*** *performing involves communicating feelings, thoughts and ideas about the song/music* ***Disciplinary Knowledge and Skills*** ● ***I CAN*** *choose what to perform and create a programme.* ● ***I CAN*** *communicate the meaning of the words and clearly articulate them.* ● ***I CAN*** *talk about the best place to be when performing* ● ***I CAN*** *record and discuss and talk*

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						● ***I CAN*** *record and evaluate the performance (what they would change and why)*	● ***I CAN*** *talk about the best place to be when performing* ● ***I CAN*** *record and discuss and talk musically about it – "What went well?" and "It would have been even better if...?"*	*musically about it – "What went well?" and "It would have been even better if...?"*
Vocabulary		**PULSE: the steady beat of a piece of a piece of music. PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.**							
Visits and visitors		**Shropshire Music Service**	**Shropshire Music Service**	**Shropshire Music Service**	**Shropshire Music Service** **Cornet Tuition** **Musical theatre visit**	**Shropshire Music Service** **Cornet Tuition** **Musical theatre visit** **Young voices**	**Shropshire Music Service** **Cornet Tuition** **London visit west end show** **Young voices**	**Young voices**
Whole school		**Shropshire music service band recital and Thomas Adams (Various Bands)**						
Extra music		**Piano,voice, drums, , cornet, ukulele, violin and guitar**						

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Appendix 2:

Assessment Log for Class…….

charanga MUSICAL SCHOOL

Use shorthand to record outcomes for each Unit eg working towards (WT), expected (EX) or Greater Depth (GD)

STRANDS OF MUSICAL LEARNING	LISTEN & APPRAISE			MUSICAL ACTIVITIES														PERFORM AND SHARE		
	1 LISTEN AND APPRAISE			2a GAMES			2b SINGING			2c PLAYING INSTRUMENTS			2d IMPROVISATION			2e COMPOSITION			3 PERFORM AND SHARE		
UNITS	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
PUPIL NAMES																					

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Appendix 3:

Dear Parent/Carer

Instrumental lessons

Your child has been having weekly Instrumental lessons along with the rest of his/her class.

Next term we will be offering the tuition in smaller groups. Your child would be taught in a group usually consisting of between five and ten pupils. Lessons would take place in school time and typically last half an hour.

The instrument will still be provided free of charge. We are also able to provide the tuition at a heavily subsidised rate, thanks to funding from Arts Council England. Lessons will cost around £5 per week depending on the take-up.

If you would like your child to receive these lessons, please return the slip below to your school office. If take-up is sufficient, school will contact you to let you know when lessons will start. Fees will be payable termly in advance.

Yours faithfully

<table>
<tr><td colspan="2">Music Service Instrumental Lessons</td></tr>
<tr><td colspan="2">I would like my child to receive group instrumental tuition. I agree to pay in advance for each term.</td></tr>
<tr><td colspan="2">Pupil Name</td></tr>
<tr><td colspan="2">Class</td></tr>
<tr><td>Signed</td><td>Date</td></tr>
</table>