

At Indian Queens Primary school we use Charanga to support our music teaching, this is an online music scheme provided by Cornwall Music Services/ hub with lots of visual aids and interactive resources to support children's learning about music. Our children have good resources to enable them to learn music such as a class set of recorders, glockenspiels, variety of handheld percussion, a full set of African drums, ocarinas, handbells and examples of instruments from around the world.

KS2 children also have the opportunity to learn either the keyboard, ukulele, guitar or drums as part of individual tuition lessons and our Year 3 and 5 pupils have the opportunity to take part in whole class tuition on African drums funded through the Cornwall music education hub. This is a fantastic opportunity and often leads to children taking up individual music lessons for that instrument.

All children also take part in a Key Stage singing assembly once a week where they learn songs related to the season or important festivals. Key Stage Two children also have the opportunity to take part in a choir each term. At Christmas Key Stage 2 we invite local community elders to join us for a Christmas sing-a-long to share the songs we have been learning and Key Stage 1 put on a nativity play with lots of singing and dancing for parents and carers.

To support our music teaching and provide engaging opportunities for our pupils, we often invite guests into our school. Recently we have had a visit from the Hall for Cornwall musician and composer, Richard Healey, who composed a bespoke piece of music for an art project we are completing as a whole school based on the 'Lost words' book. This song will be performed by the KS2 Choir when we launch our corridor art exhibition

Music progression at Indian Queens School							
KS1 SKILLS	Year 1	Year 2	KS2 SKILLS	Year 3	Year 4	Year 5	Year 6
Controlling skills through singing and playing (play and perform)							
Use voices expressively	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase

Play tuned and un-tuned instruments	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To think about others while performing	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Creating and developing musical ideas (create and compose)							
Create musical patterns	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple	To Begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		

	criteria e.g. loud, soft, high low.						
Reading and reviewing appraising skills							
Explore and express ideas and feelings about music	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep and shout.	To respond to different moods in music and explain thinking about changes in sound	Analyse and compare sounds  Explore and explain ideas and feelings about music using movement, dance and expressive and musical language	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding							
To listen with concentration and recall	To begin to identify simple repeated	To identify and recognise repeated	To listen with attention to detail and to	To listen with attention and	To listen to and recall patterns of sounds with	To listen to and recall a range of sounds and	To listen to, internalise and recall sounds

sounds within increasing aural memory.	patterns and follow basic musical instructions.	patterns and follow a wider range of musical instructions	internalise and recall sounds.	begin to recall sounds.	increasing accuracy.	patterns of sounds confidently.	and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings	To identify and explore the relationship between sounds and how music can reflect different meanings.
To understand that sounds can be made in different ways and described using given and invented signs and symbols	To begin to represent sounds with simple sounds including shapes and marks	To confidently represent sounds with a range of symbols, shapes or marks	To know that music is produced in different ways and described through relevant and established and invented notations	To begin to recognise simple notations to represent music, including pitch and volume	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff can be made in different ways and described using given and invented signs and symbols to plan, revise and

							refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.
*Inter-related dimensions of music (dynamics):							
<ul style="list-style-type: none"> <li>- PULSE: the steady beat of a piece of a piece of music –</li> <li>- PITCH: the melody and the way the notes change from low to high and vice versa.</li> <li>- RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>- DYNAMICS: Loud and soft</li> <li>- TEMPO: Fast and slow</li> <li>- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>- TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>							
Foundation stage:							
Term 1 and 2:							

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.

Term 3:

Listen and Appraise

Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments

Perform and Share