



Music

Inspire. Aspire. Achieve.

Inspiring a life-long commitment to learning

School vision

Inspire - 'Inspire' to provide our pupils with an engaging, bespoke curriculum which fosters a desire to keep learning because "education is not the filling of a pail, but the lighting of a fire".

Aspire - 'Aspire' to ignite our pupils with dreams and aspirations that they know are within their reach.

Achieve - 'Achieve' is to ensure that all of our pupils successfully reach their academic goals through sheer hard work, determination and persistence.

Curriculum Vision – Music

- To know about the world – children will develop an understanding of the history of music and they will appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
- To have high levels of oracy – children will be able to review and evaluate music from a range of genre and traditions whilst growing their musical vocabulary; they will be able to share their opinion articulately.
- To have ambition – children will be inspired to develop a love of music. The curriculum will enhance their knowledge and skills, increasing their self-confidence and achievement. Children will have the opportunity to learn a musical instrument taking this skill with them as they step out of Cogenhoe.

The vision is achieved through studying the key concepts.

Music Key Concepts:

Appreciate music by listening, appraising and performing

Sing, compose and play.

Understand and explore how music is created through the inter-related dimensions. (Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate music notations.)

Model Music Curriculum 2021

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.”

National Curriculum Threads KS1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

National Curriculum Threads KS2

- 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.

Music Intention

Music is a universal language, for everyone to create and enjoy. We aim to provide a musical experience for all children that is, enjoyable, inspiring, memorable and accessible to all. Our children will be able to listen to and value a range of musical styles, sharing their viewpoint respectfully and eloquently. They will develop the confidence to sing and compose pieces on their own and with others. The children at Cogenhoe will have the opportunity to learn to play a musical instrument and use technology appropriately.

We have chosen to use the Charanga Musical School Scheme, as recommended by NMPAT, our local musical authority, because we wanted to ensure that music was accessible to all, up to date (yet constantly reviewed and improved), and linked with current national and local expectations. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. The aim of the scheme is to provide children with the opportunity to progress to the next level of their creative excellence. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun

and engaging way, further promoting a love of learning. 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.

Music implementation

Music is a universal language to be shared by all. We want our children and staff to become expert, experienced musicians who can find the joy in music as listeners, appraisers, composers and performers. We have chosen Charanga as a scheme of work which offers a topic-based, repetitive approach to support children's learning in music. A steady progression plan has been built into Charanga, within each lesson, each unit, each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of musical styles and genres from different times and places. These are explored through the language of music via active listening, appraising using the correct musical terminology (vocabulary), performing and composing activities, which enable understanding of the context and genre in an exciting, successful learning environment.

In addition to discrete music lessons, children will listen to a range of examples of music at different occasions such as: when pupils are entering the room for morning and afternoon registration and when entering assembly, so that they become fully immersed in music.

Ed Sheeran (Pop)	Autumn 1
Hans Zimmer (Circle of Life)	Autumn 2
Nina Simone (Jazz)	Spring 1
Elton John (Rock)	Spring 2
Usher (Dance)	Summer 1
Dubussy (Impressionist)	Summer 2

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, whilst learning to handle and play classroom instruments as performers, composers and musical critics, to create, express and appreciate their own and the music of others. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Assessment is carried out continually during lessons, using the Teacher Assessment guide for each year, and is summarised at the end of each unit. There are clear steps for assessment with key questions to guide teachers. There is an editable class Assessment Log for recording the information and a Cultural and Personal Development Log. This is monitored by the subject coordinator, along with the quality of teaching. The Cogenhoe Music Long Term Map clearly lays out the expected progression of music throughout the school with explicit I know statements and key vocabulary for each year.

Pupils also have the opportunity to participate in instrumental lessons delivered by the excellent peripatetic staff of NMPAT. Currently our children have the opportunity to learn to play the guitar. Year 3 learn to play the ukulele with lessons provided by specialist teachers from NMPAT. In addition to this, we have Rocksteady Music School providing rock and pop band lessons creating “Rock Icons.” In Upper Key Stage Two children also receive music and wellbeing sessions delivered by NMPAT and Dare 25 from Life Skills Education where children receive drug, alcohol and resilience training combining their musical skills and knowledge.

Whole School Long Term Plan						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Me	My Stories	Everyone	Our World	Big Bear Funk Transition Unit	Reflect Rewind and Replay
Vocabulary	pulse pitch (high low) copy copycat rhythm singalong perform nursery rhyme listen piece of music tune clap	action song instrument improvise sounds listen to games track	voice explore different ways lullaby melody imagination	performed by verse drum percussion	funk backing riff build revisit style	appraise Consolidation of all previous vocabulary
Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga					
Key statements	I know how to listen to and respond to a piece of music I know how to find and feel the pulse of a piece of music I know how to explore and create music using my voice. I know how to explore and create music using classroom instruments I know how to sing nursery rhymes and action songs, and can sing and play together I know how to share and perform my music I know how to listen to a range of high quality music with increasing concentration I know how to start to talk about the amazing music that I hear and say how it makes me feel I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new I know how to follow, copy instructions and respond verbally and with movement to different styles of music I know how to use the correct musical vocabulary to express my ideas when I appraise a piece of music ELG: sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Hey You!	Rhythm in the Way We Walk Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Vocabulary	pulse pitch (high low) improvise clap melody drums decks percussion Funk rap compose bass guitar rhythm perform keyboard singers trumpets saxophone Blues Baroque Latin Irish Folk groove audience imagination					

Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga					
Key statements	<p>I know some songs off by heart. I know what the songs are about.</p> <p>I know and recognise the sound and names of some of the instruments I use.</p> <p>I know that music has a steady pulse, like a heartbeat.</p> <p>I know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>I know how to confidently sing or rap five songs from memory and sing them in unison.</p> <p>I know the names of the notes in their instrumental part from memory or when written down.</p> <p>I know that improvisation is about making up your own tunes on the spot.</p> <p>I know that when I improvise, I make up my own tune that has never been heard before and it is not written down and belongs to me.</p> <p>I know that everyone can improvise.</p> <p>I know that composing is like writing a story with music.</p> <p>I know that everyone can compose.</p> <p>I know that a performance is sharing music with other people, called an audience.</p> <p>I know how to listen to, talk about and respond to a piece of music and that this is appraising.</p> <p>I know how to listen to a range of high quality music with increasing concentration looking for pulse, rhythm and pitch.</p> <p>I know how to start to talk about the amazing music that I hear and say how it makes me feel using some of the correct musical vocabulary.</p> <p>I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new.</p> <p>I know how to use some of the correct musical vocabulary to express my ideas when I appraise a piece of music</p> <p>I know how different styles of musical compositions through history have changed by listening to lots of pieces including some of the features of the 20th Century music we have listened to.</p>					
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hands, Feet, Heart		I Wanna Play In A Band		Zootime	
Vocabulary	<p>pulse pitch (high low) rap compose bass guitar rhythm perform performance keyboard singers trumpets saxophone audience imagination</p> <p>improvise electric guitar trumpet question and answer dynamics (loud and soft) tempo Reggae glockenspiel melody drums decks percussion Funk</p>					
Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga					
Key statements	<p>I know some songs have a chorus or a response/answer part.</p> <p>I know that songs have a musical style.</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>I know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>I know that rhythms are different from the steady pulse.</p> <p>I know that we add high and low sounds, pitch, when we sing and play our instruments.</p>					

I confidently know and can sing five songs from memory.
 I know that unison is everyone singing at the same time.
 I know songs include other ways of using the voice e.g. rapping (spoken word).
 I know why we need to warm up our voices.
 I know the names of the notes in their instrumental part from memory or when written down.
 I know the names of untuned percussion instruments played in class.
 I know improvisation is making up your own tunes on the spot and that when someone improvises, they make up their own tune that has never been heard before. - it is not written down and belongs to them.
 I know that everyone can improvise, and you can use one or two notes.
 I know that composing is like writing a story with music.
 I know that everyone can compose.
 I know a performance is sharing music with an audience.
 I know a performance can be a special occasion and involve a class, a year group or a whole school.
 An audience can include your parents and friends.
 I know how to listen to, talk about and respond to a piece of music using musical vocabulary and that this is appraising
 I know how to start to talk about the amazing music that I hear and say how it makes me feel using some of the correct musical vocabulary
 I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new and some that have been composed
 I know how different styles of musical compositions through history have changed by listening to lots of pieces including some of the features of the 20th Century music we have listened to.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Vocabulary	performance keyboard trumpets audience imagination improvise electric guitar trumpet question and answer dynamics (loud and soft) tempo Reggae glockenspiel melody drums percussion Disco					
Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga					
Key statements	I know five songs from memory, who sang them, or wrote them. I know the style of the five songs. I know how to choose one song and be able to talk about: its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) I know how to identify the main sections of the song (introduction, verse, chorus etc.) I know the name of some of the instruments I heard in the song 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.
 I know that singing in a group can be called a choir
 I know that the leader or conductor is a person who the choir or group follow
 I know that songs can make you feel different things e.g. happy, energetic or sad
 I know that singing as part of an ensemble or large group is fun, but that you must listen to each other
 I know why you must warm up your voice
 I know and can talk about the instruments used in class (a glockenspiel, a recorder)
 I know and am able to talk about improvisation: making up your own tunes on the spot
 I know that improvisation is when someone improvises; they make up their own tune that has never been heard before. It is not written down and belongs to them
 I know that using one or two notes confidently is better than using five
 I know that if you improvise using the notes you are given, you cannot make a mistake
 I know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
 I know that there are different ways of recording compositions (letter names, symbols, audio etc.)
 I know that performing is sharing music with other people, an audience I know that a performance doesn't have to be drama! It can be to one person or to each other
 I know that I have to plan everything that will be performed and that it will be different for each occasion
 I know that I must sing or rap the words clearly and play with confidence
 I know that my performance involves communicating feelings, thoughts and ideas about the song/music
 I know how different styles of musical compositions through history have changed by listening to lots of pieces
 I know how to listen to, talk about and respond to a piece of music using musical vocabulary and that this is appraising
 I know how to start to talk about the amazing music that I hear and say how it makes me feel using some of the correct musical vocabulary
 I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new and some that have been composed

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
Vocabulary	pulse pitch (high low) rap compose bass rhythm perform performance	improvise electric guitar dynamics (loud and soft) texture structure tempo	melody hook riff solo pentatonic scale unison rhythm patterns	drums percussion digital/electronic sounds turntables synthesizers by ear	acoustic guitar birdsong civil rights racism equality	Consolidation

	keyboard saxophone audience		musical style rapping lyrics choreography	notation backing vocal piano organ		
Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga					
Key statements	<p>I know five songs from memory and who sang them or wrote them. I know the style of the five songs.</p> <p>I know how to choose one song and be able to talk about: some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>I know that the lyrics: are what the song is about.</p> <p>I know how to identify any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>I know how to identify the main sections of the song (introduction, verse, chorus etc).</p> <p>I know how to name some of the instruments they heard in the song.</p> <p>I know and am able to talk about the following interrelated dimensions of music:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Texture: How a solo singer makes a thinner texture than a large group <p>I know that musical Leadership: is creating musical ideas for the group to copy or respond to</p> <p>I know that other instruments can be played in a band or orchestra or by my friends.</p> <p>I know that you can use some of the riffs I have heard in the challenges in your improvisations</p> <p>I know that you need to know and have planned everything that will be performed</p> <p>I know that you must sing or rap the words clearly and play with confidence</p> <p>I know that it is planned and different for each occasion and it involves communicating feelings, thoughts and ideas about the song/music</p> <p>I know how to listen to, talk about and respond to a piece of music using musical vocabulary and that this is appraising</p> <p>I know how to start to talk about the amazing music that I hear and say how it makes me feel using some of the correct musical vocabulary</p> <p>I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new and some that have been composed</p> <p>I know that different people have different taste in music to myself, but I will listen and appreciate it musically</p> <p>I know that music can have important meanings to other people – it can be a celebration of culture, a religious belief, a festivity, a representation of a nation or a way of expressing tolerance</p>					
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Make You Feel My Love	Musical Wellbeing NMPAT	The Fresh Prince of Bel - Air		Dancing in the Street

Vocabulary	pulse pitch (high low) Rap compose bass rhythm keyboard rock bridge backbeat amplifier chorus bridge appraising Bossa Nova ballad improvise electric guitar dynamics (loud and soft) texture structure tempo syncopation Swing tune/head note values note names melody hook riff solo pentatonic scale unison rhythm patterns musical style rapping lyrics choreography Funk drums percussion digital/electronic sounds turntables synthesizers deck backing loops scratching by ear notation backing vocal piano organ Hip Hop acoustic guitar Big bands verse interlude tag endings strings cover Old – school brass section bass line harmony melody
Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga
Key statements	<p>I know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>I know the style of the five songs; and how to name other songs from the Units in those styles.</p> <p>I know how to choose two or three other songs and be able to talk about: some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>I know how to talk about the lyrics: and what the songs are about</p> <p>I know how to find any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>I know how to name some of the instruments that I heard in the songs</p> <p>I know historical context of the songs and can ask what else was going on at this time?</p> <p>I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>I know how to keep the internal pulse</p> <p>I know that musical leadership: is creating musical ideas for the group to copy or play</p> <p>I know, and can confidently sing, five songs and their parts from memory, and, how to sing them, with a strong internal pulse.</p> <p>I know how to choose a song and be able to talk about: its main features</p> <p>I know that singing can be in unison, as a solo, lead vocal, backing vocals or can be rapping I know and am able to talk about: the different ways of writing music down – e.g. staff notation, symbols</p> <p>I know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>I know of three well-known improvising musicians</p> <p>I know that notation: recognise the connection between sound and symbol</p> <p>I know that a performance involves communicating ideas, thoughts and feelings about the song/music</p> <p>I know how to listen to, talk about and respond to a piece of music using musical vocabulary and that this is appraising</p> <p>I know how to start to talk about the amazing music that I hear and say how it makes me feel using some of the correct musical vocabulary</p> <p>I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new and some that have been composed</p> <p>I know that different people have different taste in music to myself, but I will listen and appreciate it musically</p> <p>I know that music can have important meanings to other people – it can be a celebration of culture, a religious belief, a festivity, a representation of a nation or a way of expressing tolerance</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dare 25	Classroom Jazz 2		You've Got a Friend		Music and Me
Vocabulary	timbre dimensions of music style indicators Neo Soul producer Motown pulse pitch (high low) compose improvise improvisation bass rhythm keyboard tempo appraising ostinato phrases Urban Gospel Jazz improvise dynamics (loud and soft) texture structure groove Blues unison syncopation gender melody hook riff solo Civil Rights equality unison rhythm patterns musical style lyrics sounds by ear notation backing vocal acoustic guitar cover bass line harmony melody					
Knowledge/skills	Refer to the Progression of Knowledge and Skills overview from Charanga					
Key statements	<p>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 from the Units in those styles.</p> <p>I know how to choose three or four other songs and am able to talk about: the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>I know how to identify any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) I know how to identify the structure of the songs (intro, verse, chorus etc.)</p> <p>I know how to name some of the instruments used in the songs</p> <p>I know the importance of the historical context of the songs. What else was going on at this time, musically and historically?</p> <p>I know and can talk about that fact that we each have a musical identity</p> <p>I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music I know how to confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>I know about the style of the songs so I can represent the feeling and context to my audience</p> <p>I know how to sing in unison, take the solo, lead vocal, backing vocals or can rap.</p> <p>I know what the song is about and the meaning of the lyrics</p> <p>I know the different ways of writing music down – e.g. staff notation, symbols and can identify the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>I know that notation: recognises the connection between sound and symbol I know and am able to talk about improvisation and its unique quality I know of and can talk about three well-known improvising musicians</p> <p>I know that a composition: is music that is created by me, and is kept in some way. It has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>I know that a performance must be planned for, and that it has an audience. It can be for a special occasion.</p> <p>I know that a performance involves communicating ideas, thoughts and feelings about the song/music</p> <p>I know how to listen to, talk about and respond to a piece of music using musical vocabulary and that this is appraising</p> <p>I know how to start to talk about the amazing music that I hear and say how it makes me feel using some of the correct musical vocabulary</p> <p>I know how to use my imagination, dance and enjoy a variety of styles of music, some familiar, some new and some that have been composed</p> <p>I know that different people have different taste in music to myself, but I will listen and appreciate it musically</p>					

I know that music can have important meanings to other people – it can be a celebration of culture, a religious belief, a festivity, a representation of a nation or a way of expressing tolerance
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Music Impact

Appreciate music by listening, appraising and performing

Sing, compose and play.

Understand and explore how music is created through the inter-related dimensions. (*Pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate music notations.*)

The above key concepts define what we want our pupils to have achieved and to continue to achieve through their lives once they step out of Cogenhoe. By continuing to celebrate music as a whole school and to share the opportunity for sharing singing and performing, it is possible to see how much music continues to be valued; for the experience and joy for our children and staff. Excellence and enrichment.

There is regular contact with NMPAT and musical groups visit regularly. Theatre groups are encouraged to visit and when possible the pupils are offered trips to events at the local theatre. E.g. the local pantomime. There is a school choir who perform wherever possible: Christmas concerts, harvest celebrations and coffee mornings. Annually we celebrate our pupil skills and talents with “Cogenhoe’s Got Talent” and each year group performs during the annual carol concert and Harvest celebration. Peripatetic lessons and whole class projects (with NMPAT) are subscribed to annually, and pupils in Year 3 learn the ukulele. Guitar concerts also showcases the guitarists’ growing skills and knowledge as well as Rocksteady performances. Music is monitored by the subject leader throughout all year groups using a variety of strategies such as, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember. Music is appreciated by everybody at Cogenhoe.

Here are some quotes from our pupils:

“Music is relaxing and we get to listen to different types of music. It doesn’t feel like work.” (Sienna, Year 6)

“It’s a different kind of lesson to usual, we have conversations and discussions about what we’re listening to.” (Alfie, Year 6)