

St. Stephen's R.C Primary School



MUSIC = PROGRESSION =

THE JOURNEY OF MUSIC

— Every *child*, every *chance*, every *day*. —



FOCUSED LISTENING

Listen intently and with understanding.



MUSICAL ELEMENTS

Explore and use the building blocks of music.



NOTATION

Read, write and understand music.



SINGING

Use our voices expressively and confidently.



INSTRUMENTAL PRACTICE

Play instruments with skill and control.



IMPROVISATION

Explore, create and express ideas spontaneously.



COMPOSITION

Create and develop our own musical ideas.



PERFORMANCE OPPORTUNITIES

Perform with confidence and expression.



Every Child. Every Chance. Every Day.





MUSIC

Inspiring creativity, confidence and a love of music



OUR VISION



Every child,
Every chance,
Every day!

OUR MISSION



'Love one another,
as I have loved you.'

John 13:34

OUR VALUES – CARES



Compassion



Ambition



Rejoice



Excellence



Service



OUR INTENT – WHAT WE AIM TO DO



Inspire all children to develop a love of music and performance.



Provide a broad, engaging and progressive music curriculum for all year groups.



Develop children's confidence, creativity and self-expression through music.



Build cultural capital through exposure to a wide range of genres, styles and composers.



Teach children to perform, compose, listen and appraise with increasing skill.



OUR IMPLEMENTATION – HOW DO WE ACHIEVE OUR AIMS?



Music is taught weekly across school using the Charanga Music Scheme.



Progressive, sequenced lessons develop performing, composing, listening and appraising skills.



Singing is at the heart of our curriculum – whole-school singing, liturgy and class performances.



Children learn to play instruments, explore rhythm, pulse and notation.



Opportunities to perform in assemblies, church services and concerts.



Cross-curricular links (e.g. History, PSHE, Worship) enhance cultural understanding.



OUR IMPACT – HOW WILL WE KNOW WE'VE ACHIEVED OUR AIMS?



Children perform with confidence and enjoyment, both in school and in the wider community.



Children understand and use musical vocabulary to discuss and evaluate music.



Progress is evident in performing, composing and appraising across all year groups.



A love of music is evident in lessons, worship and wider school life.



Children leave St. Stephen's with creativity, confidence and a lasting appreciation of music and culture.

OUR IMPLEMENTATION – CONTINUED



High-quality resources and instruments are available to all pupils.



Charanga scheme ensures clear progression and engaging lessons.



Weekly singing builds confidence, voice and musicianship.



Music is embedded in worship, liturgy and school celebrations.



Children experience a wide range of genres, composers and cultural traditions.

PERFORMING



- ✓ Singing
- ✓ Assemblies & concerts
- ✓ Liturgy & worship
- ✓ Instrumental performance

COMPOSING



- ✓ Creating melodies
- ✓ Rhythms & patterns
- ✓ Improvisation
- ✓ Using notation

LISTENING & APPRAISING



- ✓ Exploring genres & styles
- ✓ Discussing & evaluating
- ✓ Musical vocabulary
- ✓ Comparing composers

INSTRUMENTS



- ✓ Rhythm & pulse
- ✓ Classroom instruments
- ✓ Glockenspiels / ukuleles etc.
- ✓ Instrument exploration

CULTURE & ENRICHMENT



- ✓ Music from around the world
- ✓ Links to History & PSHE
- ✓ Cultural celebrations
- ✓ Guest musicians & workshops

INCLUSION & SEND



- ✓ Inclusive for all learners
- ✓ Scaffolded activities
- ✓ Differentiated tasks
- ✓ Builds confidence & creativity

THROUGH MUSIC, WE CREATE • WE EXPRESS • WE CONNECT • WE CELEBRATE

EVERY CHILD, EVERY CHANCE, EVERY DAY!

CURRICULUM DESIGN

How our Music curriculum is designed at St Stephen's



1. FOCUSED LISTENING

Children listen attentively, recognise and respond to a wide range of music, using musical vocabulary.



2. MUSICAL ELEMENTS

Children explore and understand the building blocks of music and how they are used.



3. NOTATION

Children represent sounds using symbols and progress towards reading and using notation.



4. SINGING

Children develop their voices through songs and repertoire, becoming confident and expressive.

CHARANGA CREATIVE MUSIC SCHEME

Our core curriculum from Nursery to Year 6



5. INSTRUMENTAL PRACTICE

Children develop technique and control when playing tuned and untuned instruments.



6. IMPROVISATION

Children make spontaneous musical choices, exploring ideas within structures and with increasing independence.



7. COMPOSITION

Children create and develop their own musical ideas, making purposeful choices and refining their work.



8. PERFORMANCE OPPORTUNITIES

Children prepare, perform and share music with others, developing confidence, musicianship and teamwork.

1. MAINSTREAM CURRICULUM

Charanga Creative Music Scheme provides the core sequence and progression for all pupils from Nursery to Year 6.



2. SPECIALIST INSTRUMENTAL TUITION

Our Key Stage 2 pupils access specialist instrumental tuition delivered by Tameside Music Service.



YEAR 3
UKULELE



YEAR 4
DJEMBE
DRUMS



YEAR 5
BRASS
INSTRUMENTS

Delivered during the designated half-year shown in our Long-Term Plan (Class A / Class B).

3. TLC MUSIC PATHWAY

Our pupils in TLC follow the Charanga Anyone Can Play SEND Scheme.



An accessible, progressive pathway responsive to individual ability and need.

OUR CURRICULUM IS BUILT ON...



PROGRESSIVE

Learning is revisited and extended, building knowledge, skills and understanding.



CREATIVE

Children are encouraged to explore, imagine and create music.



INCLUSIVE

All children have access to high-quality music learning through appropriate pathways.



PRACTICAL

Listening, singing, playing, improvising, composing and performing are experienced through making music.

MUSIC LONG-TERM PLAN

Building a love of music ♥ Developing musicians ♥ Inspiring creativity



YEAR GROUP		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	NURSERY	Bounce Into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep Beep Toot Toot
	RECEPTION	Chant to the Animals	Creative Moves	Lifting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure
	YEAR 1	Rhyming in Time	Let's Start Singing	Music Inspired by the World Around Us	Exploring Rhythm Patterns	Sound and Pictures	Highs and Lows
	YEAR 2	Questions and Answers	Let's Keep Singing	Sound and Symbol 1	Sound and Symbol 2	Around the World	Highs and Lows
	Class A YEAR 3	Tameside Music Tuition- Ukulele	Tameside Music Tuition- Ukulele	Tameside Music Tuition- Ukulele	A: Shining Performance	A: Music and Video	A: Sound Exploration
	Class B	B: A Shining Performance	B: Music and Video	B: Sound Exploration	Tameside Music Tuition- Ukulele	Tameside Music Tuition- Ukulele	Tameside Music Tuition- Ukulele
	Class A YEAR 4	Tameside Music Tuition- Djembe Drums	Tameside Music Tuition- Djembe Drums	Tameside Music Tuition- Djembe Drums	A: Create and Notate	A: Exploring Musical Contrasts	A: FX Sound Effects
	Class B	B: Create and Notate	B: Exploring	B: FX Sound Effects	Tameside Music	Tameside Music	Tameside Music
	Class A YEAR 5	Tameside Music Tuition- Brass Instruments	Tameside Music Tuition- Brass Instruments	Tameside Music Tuition- Brass Instruments	A: Shaping Music	A: Sounds Dramatic	A: Music Speaks
	Class B	A: Shaping Music	A: Sounds Dramatic	A: Music Speaks	Tameside Music Tuition- Brass Instruments	Tameside Music Tuition- Brass Instruments	Tameside Music Tuition- Brass Instruments
	YEAR 6	Discovering Grime	Express, Inspire and Perform	Music Reimagined	Musical Sketches	Music Remixed	The Grand Finale

OUR MUSICAL PROGRESSION

♥ Eight interconnected areas of musical learning ♥

Musical learning at St Stephen's is cumulative. Children revisit, practise and deepen their knowledge and skills as they progress through school, becoming increasingly confident, creative and independent musicians.



1. FOCUSED LISTENING

Listen • Respond
Appreciate • Evaluate

Children experience music from different periods, traditions, cultures and genres, developing increasingly critical listening and musical vocabulary.



2. MUSICAL ELEMENTS

Pulse • Rhythm • Pitch • Dynamics
Tempo • Texture • Timbre • Structure

These are the building blocks children increasingly recognise, understand and apply when listening, performing and creating.



3. NOTATION

Represent • Read
Understand • Perform

Children move from pictures, symbols and simple rhythm patterns towards staff notation, note values, rests, time signatures and increasingly fluent reading and performance.



4. SINGING

Sing • Control
Express • Perform

Children develop their vocal technique, accuracy, expression, repertoire and confidence in singing alone and with others.



5. PLAYING INSTRUMENTS

Explore • Control
Develop • Perform

Children develop technique, control and fluency using tuned, untuned and whole-class instruments, building ensemble and performance skills.

 Y3 UKULELE •  Y4 DJEMBE • Y5 BRASS
Specialist tuition delivered by Tameside Music Service



6. IMPROVISATION

Explore • Respond
Experiment • Create

Children develop confidence to create music spontaneously, progressing from limited note choices towards longer, structured improvisations involving contrast, sections and chord changes.



7. COMPOSITION

Imagine • Create
Refine • Record

Children increasingly make purposeful musical choices and create their own music, including through notation and music technology.



8. PERFORMANCE

Practise • Share
Perform • Reflect

Children apply their musical learning through performance, developing confidence, accuracy, expression and ensemble skills.

THE JOURNEY BEGINS IN EYFS



Listen & Respond



Sing/Chant



Play Instruments



Move & Dance



Class Discussion



Create/Compose



Perform

♥ These early musical experiences provide the foundations for the eight areas of learning developed from Year 1 onwards. ♥



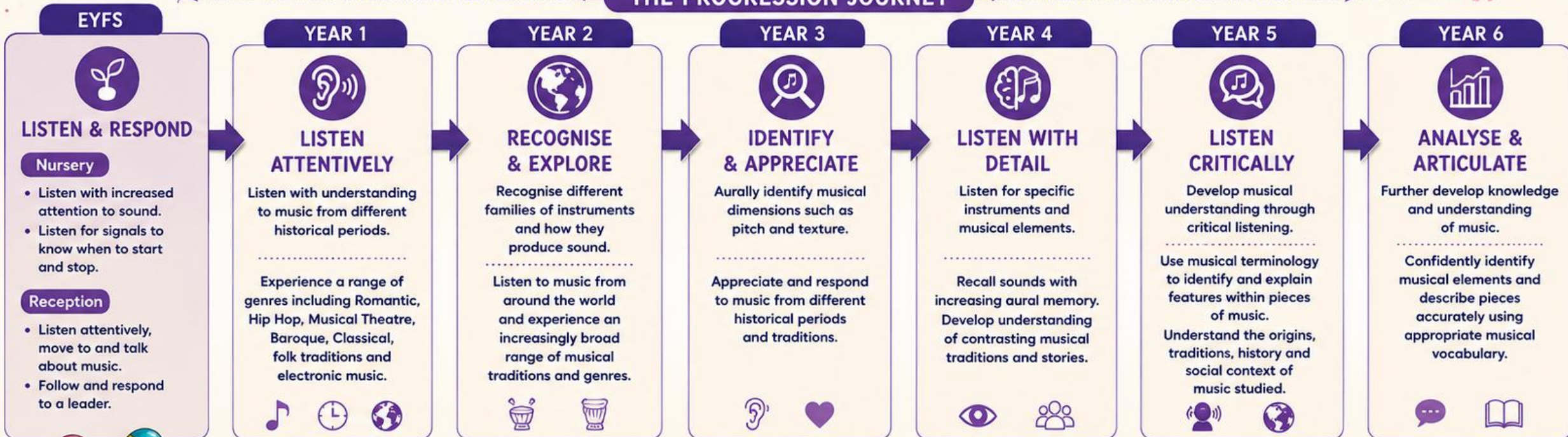
FOCUSED LISTENING

Listen • Respond • Appreciate • Evaluate

Children develop from listening and responding to sounds and music in EYFS to listening critically, identifying musical features and discussing music confidently using increasingly precise musical vocabulary.



THE PROGRESSION JOURNEY



A BROAD MUSICAL WORLD

Romantic • Hip Hop • Musical Theatre • Baroque • Classical • Indian Classical • Folk Traditions • Electronic
 Rock/Pop • Highlife • South African • Bollywood Fusion • Irish Folk • Tango • Jazz • EDM • R&B • Soul
 Film Music • Samba • Grime • Sea Shanties • Latin/Pop and many more...





MUSICAL ELEMENTS

Pulse • Rhythm • Pitch • Dynamics • Tempo • Texture • Timbre • Structure

Children progressively develop their understanding of the building blocks of music.
They learn to recognise, describe and use musical elements when listening, singing, playing, improvising and composing.



THE MUSICAL TOOLKIT – THE BUILDING BLOCKS OF MUSIC

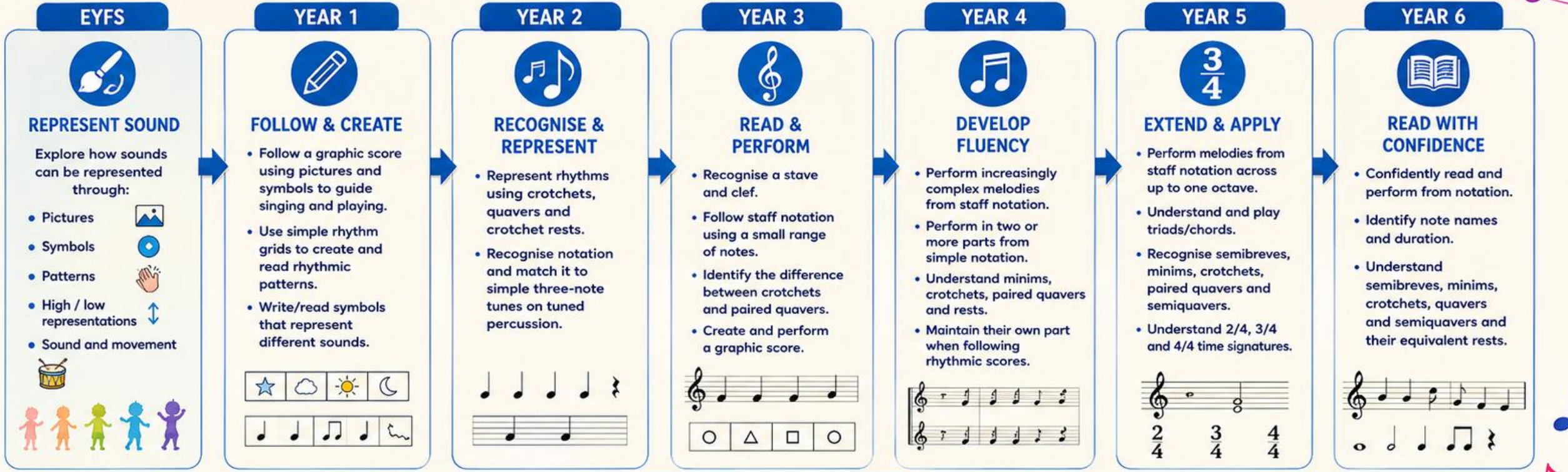
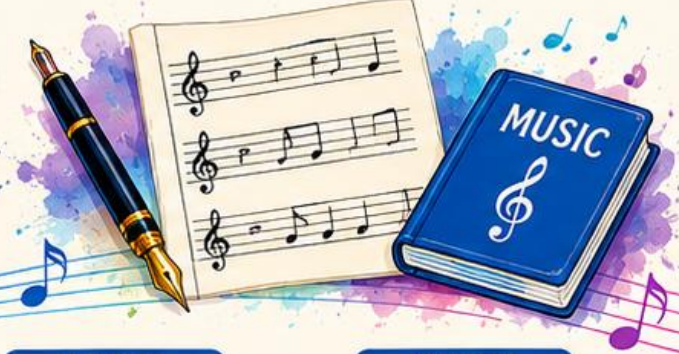




NOTATION

Represent • Read • Understand • Perform

Children develop from representing sounds through pictures, symbols and simple patterns to reading, understanding and performing increasingly complex staff notation with confidence and accuracy.



THE NOTATION JOURNEY





SINGING

Sing • Control • Express • Perform

Children develop their voices progressively, building pitch accuracy, vocal control, expression and ensemble skills. They move from singing familiar songs and chants to performing increasingly complex repertoire confidently with others.



EYFS



FIND & USE MY VOICE

Nursery

- Remember and sing short songs.
- Begin to recognise melodic shape.
- Pitch-match a tone sung by another person.
- Understand that songs can tell stories.

Reception

- Sing familiar songs independently and with others.
- Increasingly match pitch and follow the melody.
- Understand that chants use speaking voices musically.



YEAR 1



SING & REMEMBER

- Sing simple songs within a limited range.
- Perform chants and rhymes from memory.
- Sing collectively at the same pitch.
- Respond to simple visual directions.



Key idea:
Sing together.

YEAR 2



CONTROL & EXPRESS

- Use call-and-response to control and match pitch.
- Understand how to warm up the voice.
- Sing accurately within a small pitch range.
- Demonstrate changes in dynamics and tempo.
- Develop good singing posture.



Key idea:
Develop the singing voice.

YEAR 3



SING WITH CONFIDENCE

- Sing unison songs across a widening pitch range.
- Sing tunefully and with expression in different styles.
- Perform actions confidently and in time.
- Begin performing as a choir in school assemblies.



Key idea:
Sing with expression.

YEAR 4



DEVELOP HARMONY

- Sing accurately across a range of up to an octave.
- Follow choral directions.
- Sing rounds and partner songs.
- Introduce simple second parts and vocal harmony.
- Perform a range of songs in school.



Key idea:
Hold my part.

YEAR 5



PERFORM AS AN ENSEMBLE

- Sing with a strong sense of ensemble and performance.
- Observe phrasing, accurate pitching and appropriate style.
- Sing three-part rounds and partner songs.
- Perform songs with verse/chorus structures.
- Perform in assemblies and other opportunities.



Key idea:
Blend and perform together.

YEAR 6



PERFORM WITH CONFIDENCE

- Sing songs containing syncopated rhythms.
- Perform as part of a choir with a secure sense of ensemble.
- Control rhythm, phrasing, pitch and musical style.
- Experiment with positioning singers.
- Perform confidently in school and to a wider audience.



Key idea:
Perform as a musician.

OUR SINGING TOOLKIT



POSTURE

How we prepare our bodies to sing.



BREATH

Supporting and controlling the voice.



PITCH

Singing accurately and in tune.



RHYTHM

Keeping words and music together.



DYNAMICS

Using volume expressively.



PHRASING

Shaping musical sentences.



ENSEMBLE

Listening and blending with others.



EXPRESSION

Communicating meaning and emotion.



JOIN IN



SING TOGETHER



CONTROL



EXPRESS



HARMONISE



BLEND



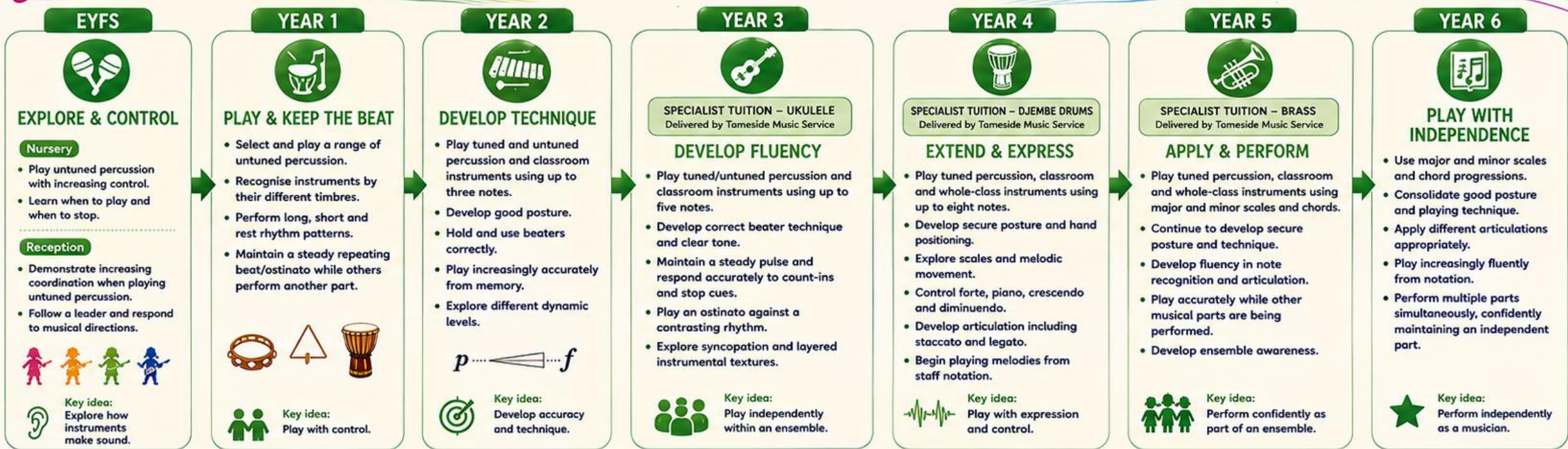
PERFORM



INSTRUMENTAL PRACTICE

Explore • Play • Control • Perform

Children develop increasing control, accuracy and fluency when playing tuned and untuned instruments. They progress from exploring percussion in EYFS to playing melodies, rhythms, scales and ensemble parts with increasing independence.



OUR SPECIALIST INSTRUMENTAL JOURNEY





IMPROVISATION

Explore • Respond • Experiment • Create

Children develop the confidence to create music spontaneously, using their growing understanding of rhythm, pitch and musical structure. They progress from playful exploration and musical responses to increasingly sustained and purposeful improvisations.



EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EXPLORE & RESPOND Nursery - Explore sounds using voices, bodies and instruments. - Create or improvise around familiar songs. - Respond freely to music. Reception - Experiment with sounds, rhythms and musical ideas. - Create responses using voice, movement and instruments. - Begin making musical choices. Key idea: Have a go and explore.	COPY & RESPOND - Improvise simple question-and-answer phrases. - Experiment with voice and instruments. - Copy and respond to short rhythmic or melodic ideas. - Begin choosing sounds independently. Key idea: Respond with my own musical idea.	EXPLORE & CREATE - Improvise using a small number of notes. - Create short rhythmic and melodic responses. - Explore different ways of answering a musical phrase. - Begin keeping improvisations within a steady pulse. Key idea: Create my own musical response.	DEVELOP IDEAS - Improvise increasingly confidently using a limited note range. - Develop rhythmic and melodic ideas. - Use repetition within improvisations. - Listen and respond musically to others. Key idea: Develop an idea.	SHAPE & STRUCTURE - Improvise using a wider selection of notes. - Make decisions about the overall shape of an improvisation. - Use techniques such as repetition and contrast. - Respond to other performers while maintaining an individual musical idea. Key idea: Shape my improvisation.	DEVELOP & SUSTAIN - Improvise longer musical phrases. - Use rhythm and pitch with increasing confidence. - Develop ideas over a longer period. - Introduce contrast between musical sections. - Respond creatively within an ensemble. Key idea: Sustain and develop my ideas.	IMPROVISE WITH PURPOSE - Create increasingly sophisticated improvisations. - Develop longer musical ideas. - Use contrasting sections and musical structures. - Respond to changes in accompaniment/chords where appropriate. - Make purposeful choices using musical elements. - Perform improvisations confidently. Key idea: Improvise independently and musically.

THE IMPROVISER'S TOOLKIT

LISTEN
Hear what is happening around me.

RESPOND
Answer with my own musical idea.

RHYTHM
Experiment with rhythmic patterns.

PITCH
Choose and explore notes.

REPEAT
Repeat ideas that work.

VARY
Change and develop an idea.

INTERACT
Respond musically to others.

TAKE A RISK
Have confidence to try something new.





COMPOSITION

Imagine • Create • Develop • Refine

Children develop from experimenting with sounds and creating simple musical ideas to composing, structuring, recording and refining increasingly sophisticated pieces of music. They use instruments, notation and music technology to bring their musical ideas to life.



EYFS



CREATE & EXPLORE

Nursery

- Create songs or improvise around songs they know.
- Explore rhyme, syllables and rhythmic patterns.

Reception

- Create rhythms to accompany words.
- Develop simple musical ideas and share their creations.



★ Key idea:
I can make my own music.

YEAR 1



INVENT & COMBINE

- Create musical sound effects in response to a stimulus.
- Combine sequences of sounds to tell a story.
- Invent and remember rhythm and pitch patterns.
- Use graphic notation and rhythm grids to represent ideas.



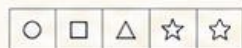
★ Key idea:
Combine sounds to create an idea.

YEAR 2



CREATE & RECORD

- Create music in response to a non-musical stimulus.
- Use graphic symbols and simple notation to record compositions.
- Create increasingly complex rhythmic patterns.
- Begin using digital tools to recognise and write music.



★ Key idea:
Create and record my ideas.

YEAR 3



STRUCTURE & NOTATE

- Compose in response to different stimuli.
- Structure music with a clear beginning, middle and end.
- Create and simply notate three-note phrases.
- Compose accompaniments using untuned percussion.
- Capture creative ideas using video.



★ Key idea:
Give my music a structure.

YEAR 4



DEVELOP & SHAPE

- Create short pentatonic phrases using five notes.
- Arrange musical phrases into bars.
- Make decisions about musical structure.
- Compose music to accompany video.
- Use digital music tools to explore musical components and sound effects.



★ Key idea:
Develop and shape my composition.

YEAR 5



COMPOSE WITH PURPOSE

- Compose melodies using pairs of phrases in major and minor keys.
- Compose a short piece in ternary form.
- Use Music Notepad to plan and notate compositions.
- Use YuStudio to explore chords and create atmosphere, mood and environment.
- Evaluate creative, technical and musical decisions.



★ Key idea:
Compose, refine and evaluate.

YEAR 6



CREATE & PRODUCE

- Plan, compose, notate and perform melodic phrases with rhythmic variety.
- Create music containing multiple sections.
- Use repetition and contrast purposefully.
- Compose using chord changes.
- Use YuStudio to arrange and produce music.
- Remix real instrumental loops.
- Explain how musical contrasts have been achieved.

★ Key idea:
Take creative control as a composer.

THE COMPOSER'S TOOLKIT



IMAGINE
Have an idea.



CREATE
Turn ideas into sound.



STRUCTURE
Organise the music.



NOTATE
Record musical ideas.



PRODUCE
Use technology creatively.



REFINE
Improve and develop.



EVALUATE
Listen critically.



SHARE
Perform the finished composition.

OUR MUSIC TECHNOLOGY JOURNEY



RHYTHM GRIDS
Create patterns



MUSIC EXPLORER
Write musical sequences



VIDEO
Capture creative ideas



MUSIC NOTEPAD
• Compose • Notate



YUSTUDIO
Create • Arrange • Layer
Remix • Produce



EXPLORE



INVENT



CREATE



STRUCTURE



DEVELOP



REFINE



PRODUCE



PERFORMANCE OPPORTUNITIES

Practise • Share • Perform • Reflect

Performance brings musical learning together.

Children develop from sharing songs, rhymes and musical creations in EYFS to performing confidently and expressively as singers, instrumentalists and ensemble musicians for a range of audiences.



MUSIC BEYOND THE LESSON



THE PERFORMANCE TOOLKIT

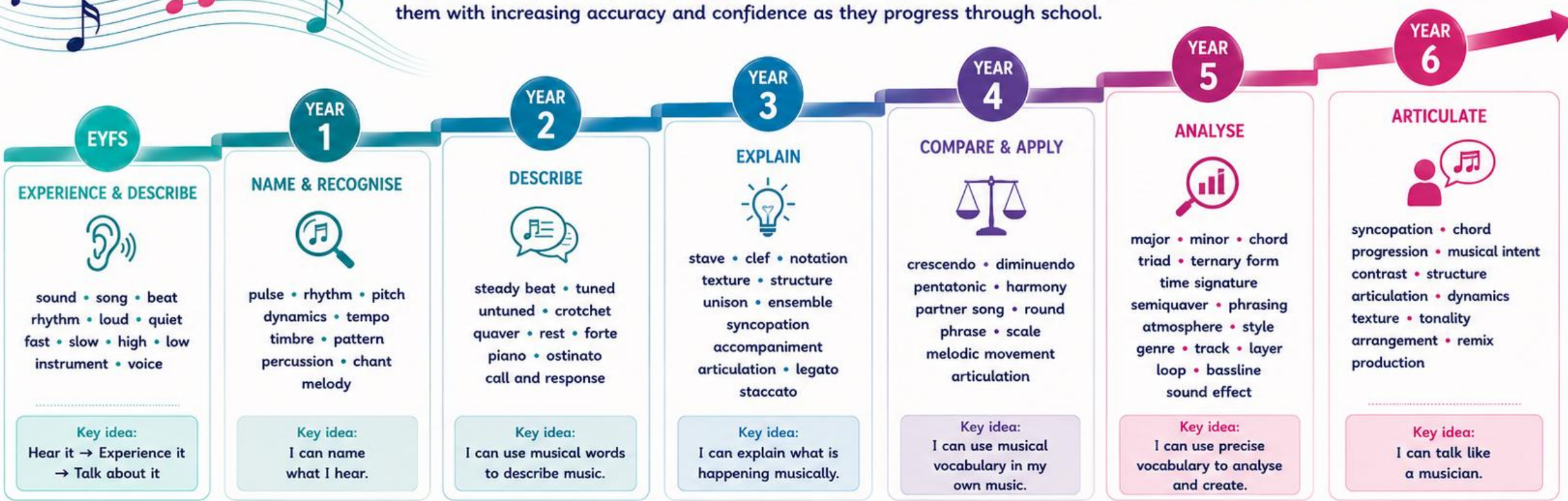




VOCABULARY PROGRESSION

• *Developing the language of music* •

Musical vocabulary grows alongside musical understanding, Children are introduced to key words through listening, singing, playing and creating, then revisit and apply them with increasing accuracy and confidence as they progress through school.



FROM HEARING IT → TO TALKING LIKE A MUSICIAN



Strong musical vocabulary builds confident musicians who listen, create, perform and communicate with understanding.

• Every word • Every lesson • Every day

SUPPORTING OUR MUSIC CURRICULUM

Working together to ensure every child can access, enjoy and achieve in music.

INCLUSIVE MUSIC

TLC & SEND



Charanga SEND Scheme

Pupils within TLC access a dedicated, inclusive musical pathway through Charanga's SEND scheme, enabling them to experience, participate in and make progress in music at an appropriate level.



ACCESS

Removing barriers to musical learning.



PARTICIPATE

Engaging in music in meaningful and enjoyable ways.



PROGRESS

Building confidence, skills and musical understanding.



TLC pupils follow Charanga's SEND scheme, delivered within an inclusive, supportive and enabling environment.

DEEPENING THINKING

SOLO Progression



SOLO Taxonomy supports pupils to move from identifying individual musical ideas to connecting, explaining, evaluating and applying their musical understanding in increasingly sophisticated ways.



ONE IDEA

Identify a single musical feature.



SEVERAL IDEAS

Identify a range of musical features.



CONNECT IDEAS

Explain how musical features work together.



APPLY & EXTEND

Apply and extend understanding in new contexts.



A separate Music SOLO Progression document supports teachers with subject-specific questions, challenges and sentence stems.

ASSESSMENT

Charanga



Assessment is embedded within the Charanga Creative Music Scheme through its learning objectives, 'I Can' statements and assessment resources.



LEARNING OBJECTIVES

What pupils are expected to learn.



I CAN STATEMENTS

Child-friendly evidence of achievement.



PRACTICAL OUTCOMES

Singing, playing, creating and performing.



TEACHER OBSERVATION

Listening, watching, questioning and responding.



Assessment resources are accessed directly through Charanga.



EVERY CHILD ★ EVERY VOICE ★ EVERY MUSICIAN

A progressive • creative • inclusive musical journey

