



Coads Green Primary School - Knowledge and Skills Organiser Music



Purpose of Study

At Coads Green Primary School, we follow a scheme of learning provided by Charanga Musical School.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. 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. The Scheme supports all the requirements of the national curriculum.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 1. Warm-up Games
 2. Optional Flexible Games
 3. Singing
 4. Playing instruments
 5. Improvisation
 6. Composition
3. Performing

Progression through each unit of work builds on prior learning and reinforces the interrelated dimensions of music: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Do I know what I need to do to complete my task?</i> <i>Can I plan and organise my learning before I start?</i> <i>Where am I with my learning?</i> <i>How well have I achieved my success criteria?</i> <i>What is my next step?</i> <i>I can seek feedback from others to help me in my next steps.</i>	<i>Can I explain my learning to someone else?</i> <i>I know and can explain what strategies I have used in my learning.</i> <i>I can make links between new content and ideas and learning I already know.</i> <i>I can share my ideas and questions to deepen my understanding.</i> <i>I know how I did at the end of my learning.</i> <i>I can explain how things link together.</i>	<i>Can I organise my knowledge to support new learning?</i> <i>I can look for and recognise similarities and differences in my tasks.</i> <i>I can organise my knowledge to support new learning.</i> <i>When have I applied my learning to another area?</i> <i>I know where I am heading in my learning.</i> <i>I understand what I am learning, where I am going and how to get there.</i> <i>I know what success looks like.</i>

EYFS	<p>Children in EYFS should encounter music by listening and responding to a range of songs. They should listen to, join in and improvise a range of songs- beginning with nursery rhymes. They may choose to play instruments when singing nursery rhymes.</p> <p>EYFS Areas of Learning codes PSED- Making Relationships PSED(MR) PSED- Self-Confidence and Self-Awareness PSED(SC&SA) PSED- Managing Feelings and Behaviour PSED(MF&B) CAL- Listening and Attention CAL(L&A) CAL- Understanding CAL(U)</p>
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	CAL- Speaking CAL(S) PD- Moving and Handling PD(M&H) PD- Health and Self-Care PD(H&SC) L-Reading L(R) L-Writing L(W) M-Numbers M(N) M-Shape, Space and Measure M(SSM) UW- People and Communities UW(P&C) UW- The World UW(TW) UW- Technology UW(T) EAD- Exploring and Using Media and Materials EAD(EUMM) EAD- Being Imaginative EAD(BI)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Learn to sing nursery rhymes and action songs	Learn to sing nursery rhymes and action songs	Learn to sing nursery rhymes and action songs	Learn to sing nursery rhymes and action songs	Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.	This Unit of Work consolidates the learning that has occurred during the year.
Knowledge	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures To sing or rap nursery rhymes and simple songs from memory. Songs have sections. A performance is sharing music.					
Skills	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place Singing and learning to play instruments with a song					

Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task?</i> <i>Can I describe what I am going to do?</i> <i>How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i>		<i>How did I do?</i> <i>Am I able to re-tell stories and link them to other areas of learning?</i>	
Year A 1+2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit: Hey You Style: Hip Hop	Unit: Rhythm In The Style: Way We Walk and The Banana Rap Reggae	Unit: In the Groove Style: Blues, Baroque, Bhangra, Folk Funk	Unit: Round and Round Style: Bossa Nova	Unit: Your Imagination Style: Pop	Unit: Reflect, Rewind & Replay Style: Classical
Knowledge	To know a song by heart To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing					
Skills	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.					
Year B 1+2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Unit: Hands, Feet, Heart Style: South African styles	Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs	Unit: I Wanna Play In A Band Style: Rock	Unit: Zootime Style: Reggae	Unit: Friendship Song Style: Pop	Unit: Reflect, Rewind and Replay Style: Western Classical Music
Knowledge	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style</p> <p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and play our instruments. To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>A performance is sharing music with an audience</p>					
Skills	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p> <p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader</p> <p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>					
Metacognition	Planning		Monitoring		Evaluation	

	<i>What resources do I need to carry out my task?</i> <i>Have I done anything like this before?</i> <i>How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?</i> <i>Do I need any different techniques to improve my learning/task?</i>		<i>Am I able to re-tell stories and link them to other areas of learning?</i> <i>How did I do in my task?</i>	
Year A 3+4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit: Three Little Birds Style: Reggae	Unit: Glockenspiel Stage 1 Style: Learning basic instrumental skills by playing tunes in varying styles	Unit: The Dragon Song Style: A little bit funky and music from around the world.	Unit: Mamma Mia Style: Pop (ABBA)	Unit: Bringing Us Together Style: Disco	Unit: Reflect, Rewind and Replay Style: Western Classical Music
Knowledge	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. 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) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer To know and be able to talk about: Singing in a group can be called a choir; Leader or conductor: A person who the choir or group follow; Songs can make you feel different things e.g. happy, energetic or sad; Singing as part of an ensemble or large group is fun, but that you must listen to each other; To know why you must warm up your voice					
Skills	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.					

	<p>To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p>					
Year B 3+4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Unit: Let Your Spirit Fly</p> <p>Style: R&B, Western Classical, Musicals, Motown, Soul</p>	<p>Unit: Glockenspiel Stage 2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p>	<p>Unit: Stop!</p> <p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p>	<p>Unit: Lean On Me</p> <p>Style: Gospel</p>	<p>Unit: Blackbird</p> <p>Style: Rock (Beatles)</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music</p>
Knowledge	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. 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) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song Know and be able to talk about: 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</p>					

	<p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>To know and be able to talk about: Singing in a group can be called a choir; Leader or conductor: A person who the choir or group follow;</p> <p>Songs can make you feel different things e.g. happy, energetic or sad; Singing as part of an ensemble or large group is fun, but that you must listen to each other; To know why you must warm up your voice</p> <p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>
Skills	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>

Metacognition	Planning		Monitoring		Evaluation	
	<i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources will I need to complete my learning?</i> <i>Have I got everything I need to complete my task?</i> <i>How can I break down the task into smaller steps to make my learning more manageable?</i>		<i>Do I need any different techniques to improve my understanding of the process?</i> <i>Am I finding this challenging?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategy?</i>		<i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i>	
Year A 5+6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit: Livin' On A Prayer Style: Rock	Unit: Classroom Jazz 1 Style: Jazz	Unit: Make You Feel My Love Style: Pop Ballads	Unit: Fresh Prince Of Bel-Air Style: Hip Hop	Unit: Dancing In The Street Style: Motown	Unit: Reflect, Rewind and Replay Style: Western Classical
Knowledge	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>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) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?</p> <p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song; How to keep the internal pulse; Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols; The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>					
Skills	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p>					

	<p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique within the context of the Unit song. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.</p>					
Year B 5+6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit: Happy Style: Pop/ Motown	Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues	Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Unit: You've Got A Friend Style: The Music of Carole King	Unit: Music and Me Style: Contempor ary, music and identity	Unit: Reflect, Rewind and Replay Style: Western Classical
Knowledge	<p>To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) o Identify the structure of the songs (intro, verse, chorus etc.) o Name some of the instruments used in the songs o The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity</p>					

	<p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice</p> <p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols; The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p>To know and be able to talk about: A composition: 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.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>
Skills	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>

	<p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>		
Metacognition	Planning	Monitoring	Evaluation
	<p><i>What resources do I need to carry out my task?</i></p> <p><i>Where do I start and what strategies will I use?</i></p> <p><i>What type of resources and materials will I need to complete my learning?</i></p> <p><i>How can I break down the task into smaller steps?</i></p>	<p><i>Am I finding this challenging?</i></p> <p><i>Is there anything I need to stop and change to improve the understanding of my learning?</i></p> <p><i>Do I need to re-read information to make it clearer?</i></p> <p><i>Do I need to change my strategies?</i></p>	<p><i>Did I use the right strategy?</i></p> <p><i>How did the feedback I received help me?</i></p> <p><i>For future tasks, would I use another strategy?</i></p> <p><i>Did I pace myself appropriately to get the task done?</i></p>