

# Music Handbook



Shoreditch Park  
Primary School

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## Music Rationale

At Shoreditch Park Primary School, music teaching helps to develop creativity, imagination, effective listening skills and promote collaboration, whilst also giving our children the opportunity and ability to express themselves artistically and personally.

*Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.* National Curriculum Music (2016)

Our music curriculum is based on the Charanga Musical School scheme of work which facilitates and encourages an exploration of music by both the teacher and child. Alongside the classroom music curriculum, we have developed a wider music offer which gives pupils the opportunity to learn a wide range instruments, discover musicians of past and present through assemblies, sing as a collective, as well as taking part in performances such as Hackney Singing festival and Young Voices.

### **Charanga Musical School**

Through the Musical School programme, the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The children not only learn about music; they become musicians who are able to share and perform using their new skills.

The Units of Work are divided into 6 steps, which are spread across a half term. The activities and games cover the musical dimensions, (formerly elements – pulse, rhythm, pitch etc.) through singing and playing instruments, listening and creating music – all linked through a central song or piece.

## Charanga Musical School

### **Scheme Overview**

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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.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

### How the Scheme is structured

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
  - a. Warm-up Games
  - b. Optional Flexible Games
  - c. Singing
  - d. Playing instruments
  - e. Improvisation
  - f. Composition
3. Performing

## Mastery in your music lessons

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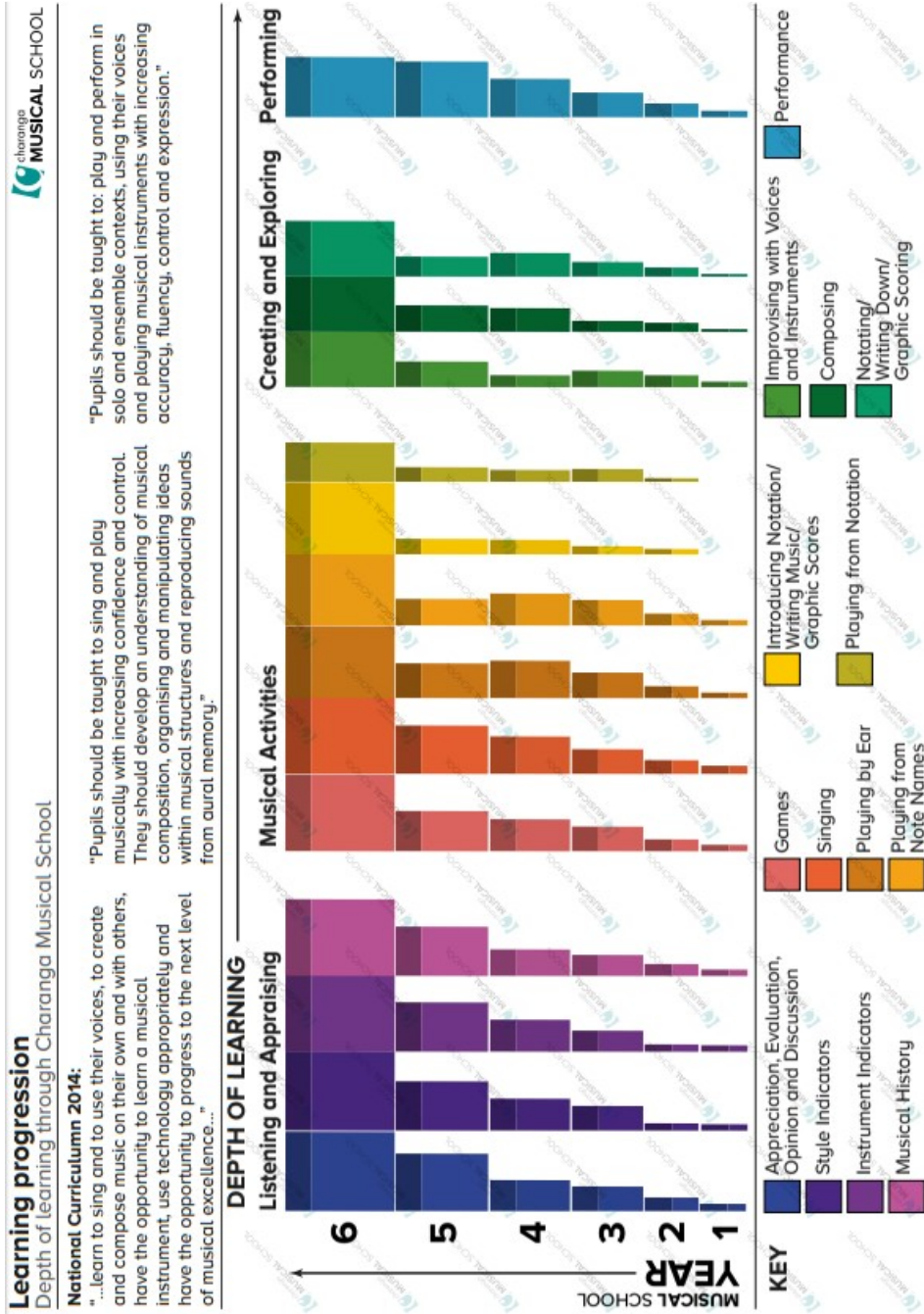
Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

### Resources/Instruments

- A class set or half a class set of glockenspiels - this is the most important resource along with any un-tuned percussion instruments you might have in school
- iPad app - glock or un-tuned percussion app can be used
- Recorders - use if you have experience playing and teaching this instrument
- If children play band/orchestral instruments, encourage them to use those instruments in the music lesson
- A combination of the above

## Learning Progression



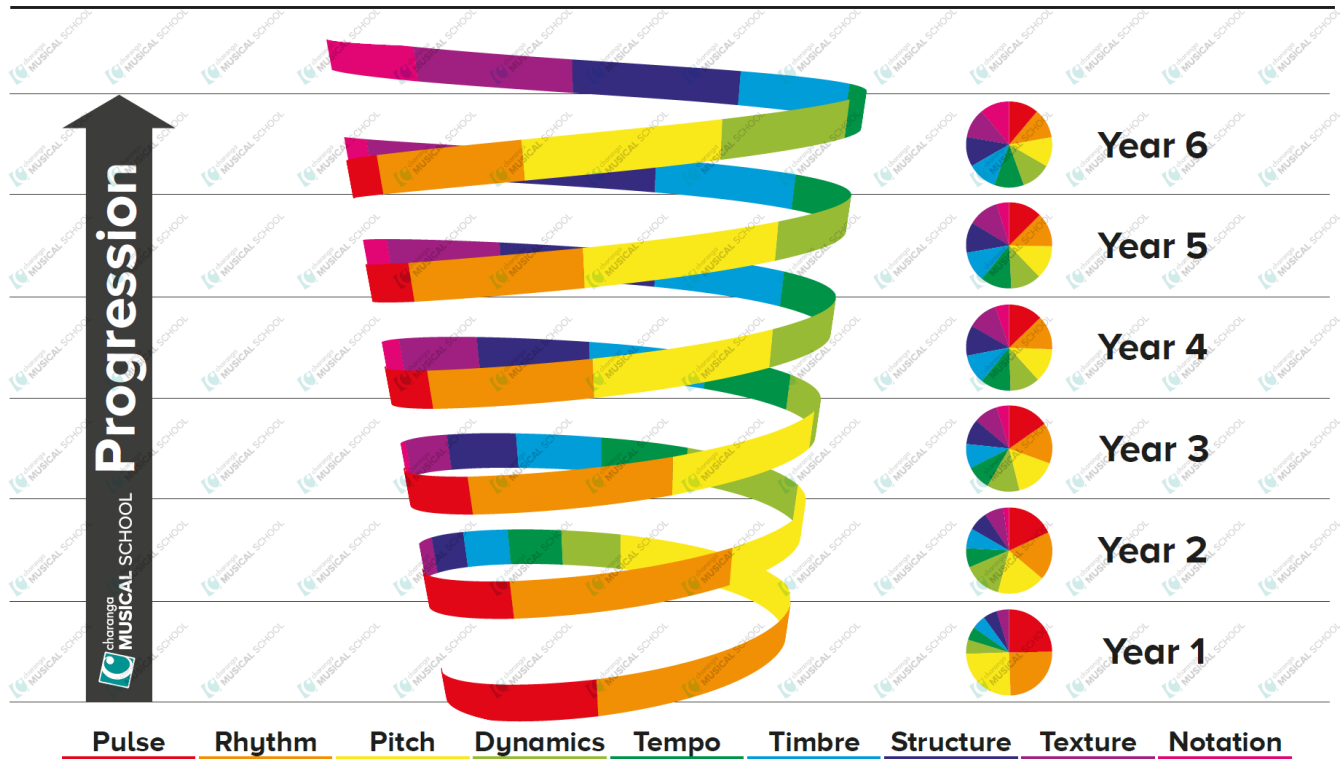
## The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



### The Interrelated Dimensions of Music

**Pulse** (duration) - steady beat

**Rhythm** (duration) - long and short sounds over a steady beat

**Pitch** - high and low sounds

**Tempo** - fast and slow

**Dynamics** - loud and quiet

**Timbre** - the character of a sound

**Texture** - layers of sound, how thick or thin music is

**Structure** - how the sections of a song or piece of music are ordered

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and extension activities.

## What is included in each Unit of Work?

1. Listen and Appraise
2. **Musical Activities** include Games, Singing, Playing, Improvising and Composing
3. Perform/Share

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (in the Freestyle tab at the top of the page).

How to structure an hour long lesson:

Listen and Appraise – 20 mins

Musical Activities – 25 mins

Perform/Share – 15 mins

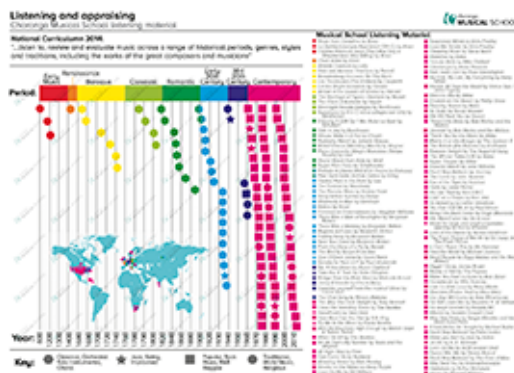
How to structure a 45 minute lesson:

Listen and Appraise – 15 mins

Musical Activities – 20 mins

Perform/Share – 10 mins

### 1. Listen and Appraise



#### Style Indicators Overview

##### Styles

|               |   |
|---------------|---|
| Rock          | 2 |
| Hip Hop       | 2 |
| South African | 3 |
| Blues         | 4 |
| Bhangra       | 4 |
| Funk          | 5 |
| Folk          | 5 |
| Latin         | 6 |
| Pop ballad    | 6 |
| Motown        | 6 |
| Gospel        | 7 |
| Reggae        | 8 |
| etc           | 9 |

This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

This Style Indicator guide will support learning and is printable.

### 2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.

- a. **Games** embed the Interrelated Dimensions of Music through repetition
- b. **Singing** is at the heart of all the musical learning
- c. **Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- d. **Improvising** with the song using voices and instruments occurs in some Units of Work
- e. **Composing** with the song using instruments occurs in some Units of Work

### **3. Perform/Share**

Share what has taken place during the lesson and work towards performing to an audience.

The musical progression through KS1 and KS2 is demonstrated in the diagram below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

### **Assessment**

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The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence.

Visit 'Assessment' in the 'My Workspace' tab to use the full Musical School Assessment Framework (you can refer to the assessment documentation on the right hand side of the Scheme home page.

## Reception Musical Progression

### Introduction

This half termly (6-step) focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs.

Each Unit of Work is supported by weekly lesson plans and assessment and has a **cross-curricular/topic-based focus and a musical focus** that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives.

The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning. In Term 3, Big Bear Funk transitions from being focus based to preparing for Year 1. The final Unit for the year Reflect, Rewind and Replay consolidates the year's learning.

### Autumn Term

#### Unit 1

**Cross-curricular/topic-based focus: Me!** - explore: growing, homes, colour, toys, how I look

#### Unit 2

**Cross-curricular and topic-based focus: My Stories** - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time

### Spring Term

#### Unit 1

**Cross-curricular and topic-based focus: Everyone!** - explore: family, friends, people and music from around the world

#### Unit 2

**Cross-curricular and topic-based focus: Our World** - explore: animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space

### Summer Term

**Musical learning focus for Term 3:**

#### Unit 1

**Big Bear Funk - A Transition Unit:**

- A. Listen and Appraise
- B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments
- C. Perform and Share

#### Unit 2

**Reflect, Rewind and Replay:** Consolidation of learning and contextualising the history of music.

## Musical Progression – KS1

| Units of Work               |          |                                          | Differentiated Instrumental Progression |                           |                             |                             |                                  | Progression for Improvisation    |                                           |                                             | Progression for Composition |                |                |         |                |
|-----------------------------|----------|------------------------------------------|-----------------------------------------|---------------------------|-----------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------|---------------------------------------------|-----------------------------|----------------|----------------|---------|----------------|
| Year                        | Term     | Unit Title                               | Key                                     | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values                 | Medium note values               | Melody note values                        | Easy                                        | Medium                      | More difficult | Easy           | Medium  | More difficult |
| 1                           | Autumn 1 | Hey You!                                 | C                                       | C                         | C, G                        | C, G                        | Crotchets                        | Crotchets                        | Semi-quavers, Quavers and Crotchets       | C, D                                        | C, D, E                     | C, D, E, F, G  | C, D           | C, D, E | C, D, E, F, G  |
| 1                           | Autumn 2 | Rhythm In The Way We Walk and Banana Rap | C                                       |                           |                             |                             | Singing and performing only      |                                  |                                           |                                             |                             |                |                |         |                |
| 1                           | Spring 1 | In The Groove                            | C                                       | C, D                      | C, D                        | C, G, A, C                  | Crotchets                        | Crotchets                        | Quavers and Crotchets                     | C, D                                        | C, D, E                     | C, D, E, F, G  | C, D           | C, D, E | C, D, E, F, G  |
| 1                           | Spring 2 | Round And Round                          | D Minor                                 | C, D, F                   | D, E, F, G, A               | D, E, F, G, A, B            | Semibreves                       | Crotchets and Minims             | Crotchets, Minims and Quavers             | D, E                                        | D, E, F                     | D, E, F, G, A  | Not applicable |         |                |
| 1                           | Summer 1 | Your Imagination                         | C                                       | G                         | C, E, G                     | E, G, A                     | Semibreves                       | Crotchets, Minims and Semibreves | Crotchets, Quavers, Minims and Semibreves | C, D using instruments and/or clap and sing |                             |                | C, D           | C, D, E | C, D, E, G, A  |
| 1                           | Summer 2 | Reflect, Rewind And Replay               |                                         |                           |                             |                             | Consolidation and Revision       |                                  |                                           |                                             |                             |                |                |         |                |
| 2                           | Autumn 1 | Hands, Feet, Heart                       | C                                       | G, A, C                   | G, A, B, C                  | F, G, A, B, C               | Crotchets                        | Minims                           | Quavers and Crotchets                     | C, D                                        | C, D, E                     | C, D, E, F, G  | C, D           | C, D, E | C, D, E, F, G  |
| 2                           | Autumn 2 | Ho Ho Ho                                 | G                                       | C, E, G                   | B, A, G                     | N/a                         | Crotchets and rests              | Crotchets and rests              | Not applicable                            | Not applicable                              |                             |                | Not applicable |         |                |
| 2                           | Spring 1 | I Wanna Play In A Band                   | F                                       | C, D                      | C, F, G                     | C, D, F                     | Minims                           | Minims                           | Quavers and Crotchets                     | F, G                                        | F, G, A                     | F, G, A, C, D  | F, G           | F, G, A | F, G, A, C, D  |
| 2                           | Spring 2 | Zootime                                  | C                                       | C, D                      | C, D                        | C, D                        | Crotchets                        | Crotchets                        | Quavers and Crotchets                     | C, D                                        | C, D, E                     | C, D, E, F, G  | C, D           | C, D, E | C, D, E, F, G  |
| 2                           | Summer 1 | Friendship Song                          | C                                       | G, E                      | E, G, A, B                  | C, D, E, F, G, A, B         | Crotchet, Dotted Minim and Rests | Crotchets and Rests              | Crotchets, Quavers , Minims               | C                                           | C, D                        | C, D           | C, D           | C, D, E | C, D, E, G, A  |
| 2                           | Summer 2 | Reflect, Rewind And Replay               |                                         |                           |                             |                             | Consolidation and Revision       |                                  |                                           |                                             |                             |                |                |         |                |
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## Musical Progression – KS2

| Units of Work |          |                            | Differentiated Instrumental Progression |                           |                             |                             |                                   |                                    | Progression for Improvisation                       |      |               |                | Progression for Composition |         |                |
|---------------|----------|----------------------------|-----------------------------------------|---------------------------|-----------------------------|-----------------------------|-----------------------------------|------------------------------------|-----------------------------------------------------|------|---------------|----------------|-----------------------------|---------|----------------|
| Year          | Term     | Unit Title                 | Key                                     | Easy note range (concert) | Medium note range (concert) | Melody note range (concert) | Easy note values                  | Medium note values                 | Melody note values                                  | Easy | Medium        | More difficult | Easy                        | Medium  | More difficult |
| 3             | Autumn 1 | Let Your Spirit Fly        | C                                       | C.F.C                     | E.F.G.A.B.C                 | N/a                         | Semibreves and rests              | Minims and rests                   | Not applicable                                      |      |               |                |                             |         |                |
| 3             | Autumn 2 | Glockenspiel 1             | Multiple songs                          | C.D.E.F                   | C.D.E.F                     | C.D.E.F                     | Crotchets and Minims and rests    | N/a                                | N/a                                                 | C, D | C, D          | N/a            | C.D.E.F                     | C.D.E.F | N/a            |
| 3             | Spring 1 | Three Little Birds         | G                                       | G                         | B.C                         | G.A.B.C.D.E.F               | Crotchets and rests               | Crotchets and rests                | Quavers, Crotchets, Minims and rests                | GA   | GAB           | GAB.D.E        | GA                          | GAB     | G.A.B.D.E      |
| 3             | Spring 2 | The Dragon Song            | G                                       | G                         | G.A.B                       | B.C.D.E.F.G                 | Crotchets and Minims              | Crotchets and Minims               | N/a                                                 | C    | C.D           | C.D.E          | GA                          | GAB     | D.E.G.A.B      |
| 3             | Summer 1 | Bringing Us Together       | C                                       | C                         | G.A.C                       | G.A.C                       | Minims and Minim rests            | Minims, Crotchet rests and Quavers | Crotchets and rests, Crotchet rests, Dotted Quavers | C    | C sometimes A | C and A        | CA                          | C.A.G   | C.D.E.G.A      |
| 3             | Summer 2 | Reflect, Rewind And Replay |                                         |                           |                             |                             |                                   |                                    |                                                     |      |               |                |                             |         |                |
| 4             | Autumn 1 | Mamma Mia                  | G                                       | G                         | GA                          | G.A.B.C                     | Crotchets                         | Crotchets                          | Quavers, Crotchets                                  | GA   | GAB           | GAB.D.E        | GA                          | GAB     | G.A.B.D.E      |
| 4             | Autumn 2 | Glockenspiel 2             | Multiple songs                          | C.D.E.F.G                 | C.D.E.F.G                   | C.D.E.F.G                   | Semibreves and rests              | Crotchets, Minims and rests        | Quavers, Crotchets, Minims, Semibreves and rests    | N/a  | N/a           | N/a            | C.D.E                       | C.D.E   | C.D.E          |
| 4             | Spring 1 | Stop!                      |                                         |                           |                             |                             |                                   |                                    |                                                     |      |               |                |                             |         |                |
| 4             | Spring 2 | Lean On Me                 | C                                       | C.F                       | E.F.G                       | G.A.B.C.D                   | Crotchets                         | Minims                             | Quavers, Crotchets, Dotted Crotchets and Minims     | C.D  | C.D.E         | C.D.E.F.G      | C.D                         | C.D.E   | C.D.E.F.G      |
| 4             | Summer 1 | Blackbird                  | C                                       | D.C                       | C.D.E                       | C.D.E.F.G                   | Dotted Minims, Minims, Semibreves | Crotchets, Semibreves, Minims      | N/A                                                 | C    | C.D           | C.D.E          | C.D                         | C.D.E   | C.D.E.G.A      |
| 4             | Summer 2 | Reflect, Rewind And Replay |                                         |                           |                             |                             |                                   |                                    |                                                     |      |               |                |                             |         |                |

## Assessing and Evidencing Music

### Tracking of pupils' progression of skills and understanding over time in music at Shoreditch Park Primary School

- 3x video/audio files recorded each half-term-per year group that can be compared to show engagement and progress over time.
- Videos:
  - Video 1- Listen and Appraise – teacher/pupil feedback
  - Video 2- Learn to sing the song – teacher/pupil feedback
  - Video 3- Play your instruments with the song– teacher/pupil feedback
- \* Add videos to: **Google Classroom- The Arts Whole School Portfolio**
- Teacher assessment log- individual tracker- to be completed termly for each class.
- Pupil self-assessment (My Music Passport)- to be completed at the end of the academic year.

## Instrumental Tuition and wider music opportunities

### The Suzuki Programme

The Suzuki violin lessons at Shoreditch Park Primary started in 2017 as part of the Suzuki in Schools programme which is an initiative that provides violin lessons at primary schools in more than ten London Schools.

The Suzuki method is also called the 'mother tongue method', as the learning process is similar to the way in which we learn languages. The method itself was invented by a Japanese violinist Dr Shinichi Suzuki and has spread worldwide: children in many countries have the chance to learn the violin from an early age- usually they can start playing from the age of four! The Suzuki programme is run by Haru Sekiya.

### Music Mission

Music Mission tutors teach guitar and drumming sessions at Shoreditch Park. The tuition is led by Tim Hall and Andrea Rapisarda the directors of Music mission, which is Hackney based. Our tutors are: Daniel for drums and Federico for guitar.

### London MADA

Nimai started teaching at Shoreditch Park in 2025 and has been popular with children for learning keyboard/ piano as 1:1 and in groups. Having taught music for over 35 years, London MADA has built a track record of success like no other academy. Maintaining an astounding **100% pass rate with the Royal School of Music** across three decades, London MADA has demonstrated an ability to deliver music tuition to the highest possible standard. Currently based in schools, colleges and other musical institutions, London MADA has set an undeniably consistent level of excellence throughout years of delivering musical tuition and performing arts.

### Young Voices O2

In January of each year SPPS participates in Young Voices, which is an incredible concert of thousands of young people from across the UK. Pupils in Years 4,5 and 6 are given the opportunity to join the Young Voices choir and be part of this event. The choir and rehearsals are led by Naveen Arles BCA FRSA, MISM, Artist Teacher (CME Institute). Naveen has extensive experience as a voice coach and choir leader

