



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Progression of Skills and Knowledge

Music

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p>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.</p> <p>Aims</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>Music in our school offers opportunities for all pupils to:</p> <ul style="list-style-type: none"> • Stimulate their creativity and imagination by adopting and developing musical ideas and working creatively, reflectively and spontaneously, using their knowledge of the inter-related dimensions of music. • Work in groups to perform and compose, make and share decisions. • Learn a musical instrument. • Develop spiritually through an increasing awareness of the power of music and using music to express and reflect their own thoughts and feelings and understand the role of music within religious services. • Develop cultural awareness through helping pupils recognise how music influences and reflects the way people think and feel, relating music to the time and place it was created. • Improve their own learning through appraising their own work and that of their peers and increasing their ability to work independently. <p>Our curriculum (which is built around the Charanga Music School programme) ensures that our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.</p> <p>Having opportunities to perform is also of utmost importance, both to give value to music learning and to provide experiences that our children would not otherwise have access to. We therefore take part in a wide range of music projects, such as Young Voices at Resort World Arena, working in collaboration with Armonico Consort with performances at Warwick Arts Centre and Resort World Arena, performing at local venues at Christmas as well as our school Round the Tree evening at Christmas and our Summer Music Evening. Our children in EYFS all take part in The Nativity Christmas Play and we also produce an ambitious Christmas production for our Year 1 and 2 children. At Easter time, our Year 3 and 4 children perform The Easter Story production in Church.</p>
Links to other curriculum areas	Experiences every child should have
<ul style="list-style-type: none"> • PSED – discussing the way Music makes us feel when we listen to it and the meaning behind the lyrics. Working in collaboration with others. • Maths – using songs and rhymes to learn about number: sequence of numbers both forwards and backwards, number names, times tables and number facts. • Science – investigating sound, the way it is made, the way it travels and the science of pitch and volume. • Phonics – listening carefully to sounds, describing what can be heard and exploring rhyme. • C+L – to develop children’s range of vocabulary • PE – moving in response to music in dance and using this to explore the feeling and meaning of a piece. • English – inferring meaning from a text (the lyrics to a song), summarising and analysing. 	<ul style="list-style-type: none"> • Learn to play a musical instrument over an extended period of time and be given opportunities to extend their learning if desired – school band, small group lessons with Solihull Music Hub. • Sing on stage to an audience, through school productions and music evenings, projects such as Young Voices and Armonico Consort. • Listen to live music. • Create and perform songs using a variety of instruments and technology. <p>Acquire knowledge of how to play a variety of percussion instruments, both tuned and un-tuned.</p>



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- Geography and History – exploring the culture, context and time in which a song was written, as well as a particular country that is being studied.
- French – learning songs in a different language to develop the pronunciation of the language, as well as broadening a child’s vocabulary.

Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

Catholic Social Teaching:

Including, but not limited to:

- Dignity of the human person
 - That we are all made in the image and likeness of God. Appreciate others for their developing skills & talents.
- Family and community
 - Sharing their talents with others and bringing the community together to share music together in our school Masses, plays and music evenings.
- Solidarity and the common good
- Rights and responsibilities
- An option for the poor and vulnerable
- Stewardship of God’s creation
- A respect for God’s creation in all that they do.

Catholic School Pupil Profile:

Including, but not limited to:





- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.
 - To be grateful for the voices they have been given and for the opportunities they have to come together with others to sing and create music
 - To share their musical talents with others; during their class lessons, in extra-curricular activities and in concerts for the wider community.
- **Attentive** to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.
- **Faith-filled** in their beliefs and hopeful for the future.
- **Eloquent and truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and wise in the ways they use their learning for the common good.
- **Curious** about everything; and active in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

British Values:

Including, but not limited to:

- **Democracy**
 - Understanding the need for different roles and responsibilities such as collaborative work and decision-making.
- **The Rule Of Law**
 - Knowing rules about respect for each other and their work.
- **Individual Liberty**
 - Recognising the opportunity for them and others to express themselves in a supportive environment.
 - An ethos where the views of individuals are listened to and respected.
- **Mutual respect** for and tolerance of those with different faiths and beliefs, and for those without faith
 - Positive behaviour is encouraged and rewarded.
 - Opportunities to listen to and appreciate music from different cultures

Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<ul style="list-style-type: none"> • Collaborating with others to compose and perform a piece of music • Learn to handle and play both tuned and un-tuned instruments on their own • Performing to others and sharing their learning, imitating ideas from famous composers/works where appropriate • Sharing their musical knowledge and skills to help others – composing, performing, learning to play an instrument
<p>Resourcefulness</p>  <p>Reflectiveness</p> 	<ul style="list-style-type: none"> • Choosing appropriate instruments to create the style and sound required for compositions • Seeking help from others when needed • Creating imaginative compositions that showcase skills and knowledge they have learnt • Demonstrating confidence when performing to others • Understanding ways in which different sounds can be produced – voice, instruments, technology • Planning how sounds and rhythms will be pieced together to create compositions • Reviewing how something sounds – composition, performance and revising sections to improve the overall effectiveness • Appraising their own and others works – peers, professional composers, songwriters • Drawing on feedback from others to improve their musical talents
<p>Resilience</p> 	<ul style="list-style-type: none"> • Showing commitment to learning an instrument – staying focused during lessons and revisiting this learning outside of the classroom • Being determined to improve upon their musical skills – singing, composing, performing • Learn from their previous challenges and continue to practise skills so they become more proficient and the brain learns to 'remember' – fingering, position of notes on keyboard, glockenspiel, musical vocabulary • Set themselves short and long-term aspirational goals for what they would like to achieve when learning to play an instrument

Skills and Knowledge Progression in Music at St George and St Teresa Catholic Primary School

Year group	Singing	Playing	Improvising/Composing	Listening	Performing
Nursery	<ol style="list-style-type: none"> 1. Remember and sing entire songs; Nursery Rhymes, hymns, Christmas songs, songs related to learning themes. 2. Change the words to rhymes. 3. To begin to sing with others and hold the tune for some of the song. 4. Anticipate actions and phrases in songs. 	<ol style="list-style-type: none"> 1. Create sounds by banging, shaking, scraping 2. Begin to learn the names of some un-tuned percussion instruments. 3. Play instruments with increased control to express their feelings and ideas. 	<ol style="list-style-type: none"> 1. Create their own songs, or improvise a song around one they know. 	<ol style="list-style-type: none"> 1. Respond emotionally and physically to music when it changes. 2. Move and dance to music. 3. Listen with increased attention to sounds. 4. Respond to what they have heard, expressing their thoughts and feelings. 	<ol style="list-style-type: none"> 1. To sing / play at a volume that others can hear them.
Reception	<ol style="list-style-type: none"> 1. Learn rhymes, poems and songs. 2. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ol style="list-style-type: none"> 1. Learn the names of some un-tuned percussion instruments and the materials they are made from. 	<ol style="list-style-type: none"> 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas 	<ol style="list-style-type: none"> 1. Listen attentively, move to and talk about music, expressing their feelings and responses. 2. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ol style="list-style-type: none"> 1. To begin to look at the audience when performing. 2. Explore and engage in music making and dance, performing in solo or in groups.

	<ol style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. 	<ol style="list-style-type: none"> Play simple instruments in a variety of ways to create an affect or accompany a song or music. Know there are different instruments that are played using different techniques. To know that we can move/play with the pulse of the music. 	<p>and developing their ability to represent them.</p> <ol style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. 		<ol style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Perform any nursery rhymes or songs, adding a simple instrumental part.
Year 1	<ol style="list-style-type: none"> Sing and/or speak songs, chants or rhymes in a variety of styles to convey different moods. Use their speaking or singing voices confidently within the pitch range (middle C-A) Begin to sing a song, matching the tune accurately in parts of the song. To use their voice confidently in different ways such as; speaking, singing and chanting (within pitch range middle C-A) Promote solo opportunities for pupils to use and hear their speaking and singing voices individually. Learn how to follow start and stop instructions when singing. Begin to use their thinking voice in parts of a song (staying quiet whilst music continues to play) 	<ol style="list-style-type: none"> Internalise the pulse and keep a steady beat using body percussion, movement and classroom instruments. Learn how to create and control contrasting sounds and patterns Musically using voice, body percussion and percussion instruments. Explore and experiment with interrelated dimensions* of music using voice, body percussion and percussion instruments. Perform simple rhythmical patterns, beginning to show they are aware of the pulse. Learn how to follow start and stop instructions when playing. Learn about the role of a conductor in music. Develop rhythmic vocabulary Learn how the material or way instruments are played can affect the sound created. Learn the names of tuned percussion instruments 	<ol style="list-style-type: none"> Explore and experiment with making different sounds using body, voice and classroom instruments. Choose sounds to represent different ideas or concepts. Learn how to create a graphic score for a class composition using visual symbols to represent and organise sounds. Recognise and explore how sounds can be organised, including high / low / quiet / loud sounds, in response to given stimuli. 	<ol style="list-style-type: none"> Listen to a variety of music from different styles, genres and traditions and begin to describe key features of music and how it makes them feel. Listen and respond to music, using different movements, listening or use of materials such as scarves, beanbags or balls. Identify some instruments that are playing in a piece of music. 	<ol style="list-style-type: none"> Learn basic ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. To look at the audience when performing.
Year 2	<ol style="list-style-type: none"> Sing/and or speak songs, chants, rhymes in a variety of styles to convey different moods. Use their voice expressively and confidently within the pitch range (middle C-C) with a good sense of pulse, rhythm and diction. 	<ol style="list-style-type: none"> Play and explore a wider range of contrasting sounds musically, using voice, body percussion and classroom percussion instruments. Explore and experiment with interrelated dimensions* of music using voice, body percussion and 	<ol style="list-style-type: none"> Experiment and explore different sounds that can be created using body percussion, voice and classroom percussion. Choose and organise sounds and musical ideas, using the interrelated dimensions* of music. 	<ol style="list-style-type: none"> Talk about and respond to live and recorded sounds, classroom sounds and musical instruments. Identify some instruments that are playing in a piece of music. Begin to identify the style of the music. 	<ol style="list-style-type: none"> Continue to learn basic ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. To look at the audience when I am performing.

	 <ol style="list-style-type: none"> To sing parts of a song in my head rather than out loud (thinking voice). Learn that melody is the term to describe how the single line of music that moves up and down in pitch, we sing or play. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually. 	<p>percussion instruments with increasing control – getting louder/quieter, faster/slower and keeping a steady beat at different tempi.</p> <ol style="list-style-type: none"> Internalise the pulse and keep a steady beat in different pieces of music. Begin to explore the difference between pulse and rhythm. Learn to internalise and accurately recall simple musical songs. Begin to recognise pictures and symbols (graphic score) and use them to play a repeated rhythm to accompany songs, chants, rhymes or other musical stimuli. Continue to develop simple ensemble skills such as learning to start/stop, follow and be a leader/conductor. 	<ol style="list-style-type: none"> Learn how to create a graphic score for a class composition using visual symbols to represent and organise sounds. 	<ol style="list-style-type: none"> Begin to identify the structure of a song. 	<ol style="list-style-type: none"> To sing with an awareness of other performers.
<p>Year 3</p>	<ol style="list-style-type: none"> Sing songs in unison with awareness of ensemble, style, musical shape and accuracy of pulse, rhythm, pitch and expression. Be able to confidently internalise (thinking voice) parts of a song, rhyme or chant. Understand the concept of melody and internalization (thinking voice). Know that melody is the term to describe how the single line of music that moves up and down in pitch as we sing or play. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually. Be able to accurately respond to sung phrases of a song with accuracy of rhythm and pitch. 	<ol style="list-style-type: none"> Follow a conductor and know when to start, stop, get louder and quieter and change how fast or slow to play, when playing musical instruments. Play and perform simple rhythms and musical parts, beginning to vary the pitch with a small range of notes. Explore and create a wide range of repeated rhythmic patterns on different instruments. Develop increasing control of musical instruments and understand how to play with a pleasing musical sound. Internalise the pulse as they begin to access a wider range of rhythmic material in the stimuli explored. 	<ol style="list-style-type: none"> Create music which shows understanding of simple structure (introduction, verse and chorus) Use appropriate symbols to notate their own piece of music, using pictures/symbols or musical notation. Learn how to compose melodies using pentatonic scale (5 notes within an octave e.g. C-C, children may choose notes C,E,G,A,B) and drone (a sustained chord or cluster of notes played throughout the piece). Compose music independently in small groups and make improvements to their own work. 	<ol style="list-style-type: none"> Show an increased understanding of how sounds are made and describe the quality of sounds and how they are made. Name some musical instruments when listening to a piece of music. Listen with attention to detail and recall sounds with increasing aural memory. Understand how time and place can influence the way music is created, performed and heard. Learn about the life of significant composers and musicians. 	<ol style="list-style-type: none"> Look at the audience when performing. Sing with an awareness of other performers.

<p>Year 4</p>	<ol style="list-style-type: none"> 1. Sing confidently and keep in time with the pulse. 2. Sing in a round with others. 3. Sing songs with awareness of how the music moves up and down in pitch. 4. Internalise (thinking voice) different parts of a song, rhyme or chant. 5. Develop the ability to sing simple songs, rounds and two-part songs from memory. <p><u>Solihull Music Service WICT - Ukulele</u></p> <ul style="list-style-type: none"> • Sing a variety of songs at the same time as maintaining the chordal structure on the ukulele. 	<ol style="list-style-type: none"> 1. Begin to identify, recognise and play different notes and lengths of notes on an instrument, using staff notation. 2. Begin to show musical expression by changing dynamics. 3. Play simple melodic and rhythmic patterns from memory, which focus on embedding concepts of pulse, rhythm and pitch. 4. Explore concept of structure (Binary form – A+B section) and repetition in given musical stimuli. <p><u>Solihull Music Service WICT - Ukulele</u></p> <ul style="list-style-type: none"> • Maintain the strumming pattern, be it rhythmic, or on the pulse, whilst singing. • Be able to interpret ukulele chord diagrams. • Copy through call and response activities simple rhythmic patterns using a changing chordal structure. <p><u>Fret Strings</u> 1st, 2nd, 3rd, 5th</p> <p><u>Chords</u> C, Am, F, G7 Extension : D, Em</p>	<ol style="list-style-type: none"> 1. Create a simple song/piece of music as part of a group, considering the use of structure (Binary form = A+B section), using symbols and/or graphic score to record their work. 2. Show an awareness of how to finish a song – finished / unfinished chords. 3. Explore how to successfully improvise using repeated rhythmic patterns. 4. Develop awareness of how sounds combine and layer to develop understanding of "interrelated dimensions of music*." 5. Compose music independently in small groups and make improvements to their own work. 	<ol style="list-style-type: none"> 1. Listen with increased concentration. 2. Listen to and recall patterns of sounds using increasing accuracy. 3. Begin to use musical vocabulary to describe musical features. 4. Identify instruments in musical repertoire they listen to. 	<ol style="list-style-type: none"> 1. Think about others while performing. <p><u>Solihull Music Service WICT - Ukulele</u></p> <ul style="list-style-type: none"> • Perform a range of both picked (walking fingers) and strummed pieces, maintaining good posture and strumming/picking technique. • Sing a variety of songs whilst performing using chord shapes and simple strumming patterns on the ukulele as part of a whole class ensemble, maintaining a confident sense of pulse and accuracy. • Pick simple to progressively more complex pieces using ukulele TAB over all 4 strings with an increasing range of frets.
<p>Year 5</p>	<ol style="list-style-type: none"> 1. Sing confidently in 2 or 3 parts whilst keeping the pulse. 2. Sing in unison with clear pronunciation of words, controlled pitch, good posture and a sense of phrase. 3. Sing confidently in a wide range of styles. 	<ol style="list-style-type: none"> 1. Follow and maintain their own part in a small group. 2. To read music notation whilst playing, so the right rhythm and pitch are played. 3. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in rehearsal. 	<ol style="list-style-type: none"> 1. Create a piece of music which shows understanding of a more traditional structure e.g. Section A, Section B, Section A repeated – ABA = Ternary) 2. Talk about the choices made for their own pieces, using the interrelated dimensions of music. 	<ol style="list-style-type: none"> 1. Identify and recall with increasing accuracy, a wider range of world music and orchestral instruments. 2. Compare and contrast the music they listen to. 3. Be able to articulate how time and place affects the way the music is composed. 	<ol style="list-style-type: none"> 1. Maintain their own part. 2. Be aware of how the different parts fit together. 3. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance.

	<ol style="list-style-type: none"> Use varying dynamics, pitch, tempo and expression to portray an idea or mood. Begin to explore the role of harmony in music (consonance = combination of two tones (or more) of different frequencies that result in a pleasing sound / dissonance = as consonance but results in a displeasing sound). 	<ol style="list-style-type: none"> Learn to internalise and accurately respond to longer and more complex musical patterns by ear and from memory. 	<ol style="list-style-type: none"> Understand when to use varying dynamics, pitch and expression to portray an idea or mood. Make improvements to their work. 	<ol style="list-style-type: none"> Identify how developments in musical instrument design and technology, have influenced how composers create music. 	
<p>Year 6</p>	<ol style="list-style-type: none"> Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse. Sing confidently in a wide range of styles showing an awareness of good breath control, posture, diction and intonation when singing together. Be able to sing a harmony part accurately and confidently. Use varying dynamics, pitch, tempo and expression to portray an idea or mood. Understand the importance of warming up the voice and how to develop good diction, breath control and phrasing when singing. 	<ol style="list-style-type: none"> Provide rhythmic support to others. Play and perform musical pieces with confidence and control using different techniques appropriate to the musical instrument being played. Learn to internalise and accurately respond to longer and more complex musical patterns. Play and perform a wide range of pieces from musical notation and from memory. 	<ol style="list-style-type: none"> Compose a piece of music using musical staff notation. Be able to use a variety of musical elements (interrelated dimensions) that show their understanding of more complex structures e.g. ABCA structure. Talk about the choices they have made for their compositions. Explore how to successfully improvise using melodic and rhythmic patterns. Develop awareness of how sounds combine (triads – 3 note chord) and layer to develop understanding of "interrelated dimensions of music." Understand when to use varying dynamics, pitch and expression to portray an idea or mood, with increasing control. 	<ol style="list-style-type: none"> Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times. Respond appropriately to the context of the music I listen to. Listen to, internalise and recall sounds and patterns of sounds, with accuracy and confidence. Identify how developments in musical instrument design and technology, have influenced how composers create music. 	<ol style="list-style-type: none"> Play and perform with accuracy, fluency, control and expression (dynamics). Play and perform a wide range of pieces from musical notation and from memory.
<ul style="list-style-type: none"> Interrelated Dimensions Of Music <ul style="list-style-type: none"> Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol 					

CURRICULUM OVERVIEW FOR MUSIC

Year Group	Autumn	Spring	Summer
Nursery (taken from Development Matters Birth to 3 and 3-4 years : Literacy, Communication and Language and Expressive Arts and Design)	<ul style="list-style-type: none"> Enjoy joining in with songs and rhymes. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. <p><u>Christmas</u> Learn a variety of Nativity songs</p>	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. <p><u>Mother's Day</u> Learn songs to be performed to an audience</p>	
Reception	Charanga Unit : Me!	Charanga Unit : My Stories Christmas Nativity Songs High / Low instruments – linked to Animals	Charanga Unit : Everyone! Charanga Unit : Our World Charanga Unit : Big Bear Funk Charanga Unit : Reflect, Rewind and Replay
1	Charanga Unit: Hey You! Christmas Production	Charanga Unit: In the Groove	Charanga Unit: Your Imagination
2	Charanga Unit: Ho, Ho, Ho! Christmas Production	Charanga Unit: Hands, Feet, Heart	Charanga Unit: Zoo Time
3	Charanga Unit: Glockenspiels 1	Charanga Unit: Three Little Birds	Charanga Unit: Bringing Us Together
4	Ukulele WCIT (Solihull Music Hub)	Ukulele WCIT (Solihull Music Hub) Easter Play production	Ukulele WCIT (Solihull Music Hub)



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5	Charanga Unit: Glockenspiels 2	Charanga Unit: Living on a Prayer Charanga Unit: Make You Feel My Love	Charanga Unit: Fresh Prince of Bel Air
6	Charanga Unit: Jazz 1	Confirmation songs Model Music Curriculum Charanga Unit : Getting Started with Music Tech (Year 5)	Model Music Curriculum Charanga Unit: Understanding Structure and Form (Year 6)

SEND Support	<p>Opportunities and resources that may support SEND children in Music:</p> <ul style="list-style-type: none"> • Differentiated tasks. See: Charanga, Oak Academy • Video tutorials on Charanga and other high quality sites such as Oak Academy to embed concepts and allow children to go at their own pace. • Small group/1:1 session. • Considered use of equipment: Pitched instruments with notes needed clearly marked with stickers, post-it notes, or notes removed where possible. • Peer support. • Subject lead support. • Composition – coloured post-it notes to represent different notes needed, rather than written notation • Additional support resources for Parents/Carers such as Charanga for reinforcing concepts at home.
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