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The STM Music Curriculum

National Curriculum aims & purpose:	Curriculum design and intent
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. Aims • 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.	We believe that music is an incredibly powerful form of communication that can shape the way we feel, think and act. Quality music teaching helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to discover their musical potential and we aim to nurture and encourage musical development across the school. 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. This broad diet of works, covering everything from baroque to Adele, develops an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey. We also believe in the importance of performance, 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 musical performances in conjunction with SMC Music throughout the year. Pupils are provided with opportunities to listen to and witness music performances both in and out of school. We also aim to produce ambitious and high-quality music productions involving years 3-6.

Links to learning in EYFS:	STM Connections Curriculum	STM Plus Curriculum
• Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth	• Phonics - listening carefully to sounds, describing what can be heard and exploring rhyme. • English - summarising, analysing and inferring meaning from a text (in this case the lyrics to a song); writing in response to a musical stimulus. • PE - moving in response to music in dance and gymnastics, and using this to explore the feeling and meaning of a piece. • Geography (and possibly history or French) - exploring the culture, context and time in which a song was written. This might well include songs from a particular country that is being studied. • Science - investigating sound, the way it is made, the way it travels and the science of pitch and volume. • Maths - using songs and rhymes to learn tables and recall number facts.	• Sing on stage to a (large) audience, both through school productions, Christmas Carol services and wider opps singing with SMC. • Learn to play a musical instrument over an extended period of time, and be given opportunities to develop this further if desired. • Create and perform songs using a variety of instruments and technology. • Perform a large-scale muscial with peers, using microphones, staging, costume etc to produce a high quality production. • Visit large venues (eg. concert theatres) and see professional musicians perform. • Meet professional composers and musicians and talk to them about how they construct new works, learn new instruments, rehearse and perform.

Music Long Term Plan

Following Charanga Schemes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Hey you!	Rhythm in the Way we Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Year 3	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	Mamma Mia	Glockenspiel 2	Stop	Lean On Me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of Bel-Air	Dancin' In The Street	Reflect, Rewind And Replay
Year 6	Happy	Classroom Jazz 2	New Year Carol	You've got a friend	Music and me	Reflect, Rewind and Replay

Additional Music Lessons from St Mary's College staff will be delivered to some classes.

EYFS	
COMMUNICATION AND LANGUAGE	**EXPRESSIVE ARTS AND DESSIGN**
FS1	
• Sing a large repertoire of songs. • Know many rhymes.	• 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, improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
FS2	
• Understand how to listen carefully and why listening is important • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	• Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following melody. • Explore and engage in music making and dance, performing solo or in groups.

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Year 1					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	**CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)**	**RESPONDING AND REVIEWING (APPRAISING)**	**USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION**	**LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING**	**DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC**
• Explore the use of the voice in different ways such as speaking, singing and chanting. • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. • Find out how to sing with expression, confidence and creativity to an audience.	• Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols. • Understand how to play an instrument with care and attention.	• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Reflect on music and say how it makes people feel, act and move. • Respond to different composers and discuss different genres of music.	• N/A	• Create a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc.). • Explore own ideas and change as desired.	• N/A

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Year 2					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	**CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)**	**RESPONDING AND REVIEWING (APPRAISING)**	**USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION**	**LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING**	**DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC**
• Sing with a sense of the shape of a melody. • To represent sounds with symbols. • To improvise in making sounds with the voice. • Perform songs using creativity and expression and create dramatic effect.	• Perform simple patterns and accompaniments keeping to a steady pulse. • Recognise and explore how sounds can be organised. • Respond to starting points that have been given • Understand how to control playing a musical instrument so that they sound, as they should.	• Notice how music can be used to create different moods and effects and to communicate ideas. • Listen and understand how to improve own composition. • Sort composers in to different genres and instruments in to different types.	• N/A	• Choose carefully and order sounds in a beginning, middle and end. • Use sounds to achieve an effect. (including use of ICT) • Create short musical patterns. • Investigate long and short sounds • Explore changes in pitch to communicate an idea.	• N/A

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Year 3					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	**CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)**	**RESPONDING AND REVIEWING (APPRAISING)**	**USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION**	**LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING**	**DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC**
• Sing in tune. • Perform simple melodic and rhythmic parts. • Improvise repeated patterns. • Beginning to understand the importance of pronouncing the words in a song well. • Start to show control in voice. • Perform with confidence.	• To compose music that combines musical elements. • Carefully choose sounds to achieve an effect. • Order my sounds to help create an effect. • Create short musical patterns with long and short sequences and rhythmic phrases.	• To notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians.	N/A	• Begin to recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how musical elements can be used together to compose music.	• Describe the different purposes of music throughout history and in other cultures. • Understand that the sense of occasion affects the performance.

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Year 4					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	**CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)**	**RESPONDING AND REVIEWING (APPRAISING)**	**USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION**	**LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING**	**DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC**
• Sing in tune with awareness of others. • Perform simple melodic and rhythmic parts with awareness of others. • Improvise repeated patterns growing in sophistication. • Sing songs from memory with accurate pitch. • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well. • Show control in voice. • Play notes on instruments with care so they sound clear. • Perform with control and awareness of what others in the group are singing or playing.	• Compose music that combines several layers of sound. • Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). • Use sound to create abstract effects. • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Carefully choose order, combine and control sounds with awareness of their combined effect.	• To notice, analyse and explore the way sounds can be combined and used expressively. • To comment on musicians use of technique to create effect.	• Learn to read music during recorder lessons. • Use Staff and musical notation when composing work. • Know how many beats in a minim, crotchet and semibreve and I recognise their symbols. • Know the symbol for a rest in music, and use silence for effect in my music	• Begin to recognise and identify instruments and numbers of instruments and voices being played. • Compare music and express growing tastes in music. • Explain how musical elements can be used together to compose music.	• Understand that the sense of occasion affects the performance. • Combine sounds expressively

Year 5					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	**CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)**	**RESPONDING AND REVIEWING (APPRAISING)**	**USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION**	**LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING**	**DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC**
• Create songs with an understanding of the relationship between lyrics and melody. • Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. • Breathe well and pronounce words, change pitch and show control in singing. • Perform songs with an awareness of the meaning of the words. • Hold a part in a round. • Perform songs in a way that reflects there meaning and the occasion. • Sustain a drone or melodic ostinato to accompany singing. • Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	• Use the venue and sense of occasion to create performances that are well appreciated by the audience. • Compose by developing ideas within musical structures. • Improvise melodic and rhythmic phases as part of a group performance. • Improvise within a group.	• Notice and explore the relationship between sounds. • Notice and explore how music reflects different intentions.	• Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. • Read the musical stave and can work out the notes, EGBDF and FACE. • Draw a treble clef at the correct position on the stave.	• Compare and evaluate different kinds of music using appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.	• Understand the different cultural meanings and purposes of music, including contemporary culture. • Use different venues and occasions to vary my performances.

Year 6					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	**CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)**	**RESPONDING AND REVIEWING (APPRAISING)**	**USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION**	**LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING**	**DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC**
• Perform significant parts from memory and from notations with awareness of my own contribution. • Refine and improve my own work. • Sing or play from memory with confidence, expressively and in tune. • Perform alone and in a group, displaying a variety of techniques. • Take turns to lead a group. • Sing a harmony part confidently and accurately.	• Improvise melodic and rhythmic material within given structures. • Show thoughtfulness in selecting sounds and structures to convey an idea. • Create my own musical patterns. • Use a variety of different musical devices including melody, rhythms, and chords.	• Notice, comment on and compare the use of musical devises. • Notice, comment on and compare the relationship between sounds. • Notice, comment on, compare and explore how music reflects different intentions.	• Use of a variety of notation when performing and composing. • Compose music for different occasions appropriate musical devises. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. • Describe music using musical words and use this to identify strengths and weaknesses in music.	• Analyse and compare musical features choosing appropriate musical vocabulary. • Explain and evaluate how musical elements, features and styles can be used together to compose music.	• Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural • Use different venues and occasions to vary my performances.

Curriculum Progression Through Charanga

Year 1

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	• The children will begin to recognise very basic style indicators and start to recognise different instruments. • Have fun finding the pulse together and start to understand what pulse is/does/means etc. • Start to use correct musical language during discussion and when describing feelings. • They will begin to recognise the sound of the musical instruments used. • Basic musical structure. • The purpose of the song and context within history. • How music makes them feel. • About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. • They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.	• Start to recognise/identify very simple style indicators and different instruments used. • March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
	Musical Activities	**Games:** Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games: • Have fun finding the pulse together. • Copy back simple rhythms, clapping. • Copy back simple rhythms related to animals, food etc. • Rhythm copy back - It's Your Turn! Create your own simple rhythms. • Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.	• Begin to find and internalise the pulse on their own or with support. • Try to or demonstrate more confidently how they find/feel the pulse. • Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time. • Clap the rhythm of your name, favourite food, favourite colour etc. • Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.
use their voices expressively and creatively by singing songs and speaking chants and rhymes		**Singing:** Start to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and begin to understand: • The importance of working together in an ensemble or as part of a group. • How important it is and why we warm up our voices. • How to join in and stop as appropriate - learn how to follow a leader/conductor. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good sense of pulse and rhythm.	• Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone . • Begin to understand the importance of warming up their voices and to establish a good singing position. • Start to consider that words mean something and how they work together with the music. • Sing with a good sense of the pulse internally and try to sing together with the group. • Stop and start as appropriate, begin to follow a leader/conductor.

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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
play tuned and untuned instruments musically □		**Playing Instruments:** Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	• Start to learn to play together in a band or ensemble. • Join in and stop as appropriate. • Start to respond to simple musical cues such as starting and stopping etc. • Learn how to follow a leader/conductor. • Play and move between differentiated parts with a sound-before-symbol approach, according to ability. • Learn to play your instrument correctly and treat it with respect	• Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. • Move between differentiated parts as required using a sound-before-symbol approach. • Learn to stop/start and respond to basic musical cues from the leader/conductor. • Learn how to treat your instrument with respect and how to play it correctly. • Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.
experiment with, create, select and combine sounds using the inter-related dimensions of music.	Musical Activities	**Improvisation:** Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime: • Clap and improvise (simple rhythmic patterns). • Copy back. • Question and Answer. • Sing and Improvise (simple patterns). • Copy back using voices. • Question and Answer using voices. • Play and Improvise (simple patterns). • Copy back using instruments. • Question and Answer using instruments. • Improvise! Take it in turns to improvise using one or two notes.	• Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. • Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. • Improvise using very simple patterns on your instrument and/or voice. • Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. • Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.
		Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	• Begin to understand the differences between composition and improvisation. • Create your own simple melodies within the context of the song that is being learnt. • Compose using one or two notes. • Record the composition in any way appropriate. • Notate music in different ways, using graphic/video, ICT. • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.	• Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. • Create compositions using one or two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Perform and Share	Perform together in an ensemble/band.	• Start to perform together in an ensemble/band. • Sing, play, improvise and play back compositions as part of your ensemble/band. • Do all of this in front of an audience. • Learn about performance and building confidence. • Understand about practice. • Record your performance and learn from watching it back.	• Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

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Year 2

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	• The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical. • Have fun finding the pulse together and start to understand what pulse is/does/means etc. • Start to use correct musical language during discussion and when describing feelings. • They will begin to recognise the sound of the musical instruments used. • Basic musical structure. • The purpose of the song and context within history. • How music makes them feel. • About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. • They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.	• Try to recognise/identify very simple style indicators and different instruments used. • March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.
	Musical Activities	**Games:** Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games: • Continue with beginner games • Have fun finding the pulse. • Copy back simple rhythms with increasing knowledge and confidence. • Rhythm copy back - It's Your Turn! Create your own simple rhythms. • Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.	• Continue to find and internalise the pulse on their own or with support. • Demonstrate more confidently how they find/feel the pulse. • Demonstrate more confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time. • Clap the rhythm of your name, favourite food, favourite colour etc. confidently and create their own rhythm when asked. • Show a deeper understanding of how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.
use their voices expressively and creatively by singing songs and speaking chants and rhymes		**Singing:** Start to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and deepen their understanding of: • The importance of working together in an ensemble or as part of a group. • How important it is and why we warm up our voices. • How to join in and stop as appropriate - learn how to follow a leader/conductor. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good sense of pulse and rhythm.	• Continue to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone . • Continue to understand the importance of warming up their voices and to establish a good singing position. • Consider that words mean something and how they work together with the music. • Sing with a good sense of the pulse internally and try to sing together with the group. • Stop and start as appropriate, begin to follow a leader/conductor.

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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
play tuned and untuned instruments musically □		**Playing Instruments:** Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	• Continue to learn to play together in a band or ensemble. • Join in and stop as appropriate more confidently. • Continue to respond to simple musical cues such as starting and stopping etc. • Follow a leader/conductor. • Play and move between differentiated parts with a sound-before-symbol approach, according to ability. • Continue to learn to play your instrument correctly and treat it with respect	• Continue to play a classroom instrument as part of a group/ensemble and as part of the song that you are learning. • Move between differentiated parts as required using a sound-before-symbol approach. • Continue to respond to basic musical cues from the leader/conductor. • Continue to treat your instrument with respect and how to play it correctly. • Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.
experiment with, create, select and combine sounds using the inter-related dimensions of music.	Musical Activities	**Improvisation:** Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime: • Clap and improvise (simple rhythmic patterns). • Copy back. • Question and Answer. • Sing and Improvise (simple patterns). • Copy back using voices. • Question and Answer using voices. • Play and Improvise (simple patterns). • Copy back using instruments. • Question and Answer using instruments. • Improvise! Take it in turns to improvise using one or two notes.	• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. • Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. • Continue to improvise using very simple patterns on your instrument and/or voice. • Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. • Continue to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.
		Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	• Continue to understand the differences between composition and improvisation. • Continue to create your own simple melodies within the context of the song that is being learnt. • Compose using one, two or three notes. • Record the composition in any way appropriate. • Notate music in different ways, using graphic/video, ICT. • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.	• Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt. • Move beyond composing using one or two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). • Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it

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Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.	Perform and Share	Perform together in an ensemble/band.	• Continue to learn how to perform together in an ensemble/band. • Sing, play, improvise and play back compositions as part of your ensemble/band. • Do all of this in front of an audience. • Learn about performance and building confidence. • Understand about practice. • Record your performance and learn from watching it back.	• Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

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Year 3

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □ Develop an understanding of the history of music.	Listen and Appraise	The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.	• The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. • Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. • They will continue to recognise the sound of the musical instruments used and basic musical structure. • They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. • The purpose of the song and context within history. • Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.	• Identify basic musical styles through learning about their style indicators and the instruments played. • Find the pulse, the steady beat to the music they are listening to and understand what that means. • More consistently use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.
□Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	**Games:** Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about: • Pulse - a steady beat. • Rhythm - copy simple patterns and how they work with pulse. • Pitch - what it is, to copy it and to warm up their voices. • Progress though the differentiated Bronze, Silver and Gold Challenges. • Rhythm copy back - progress from teacher to pupil-led games. • Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. • Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. • Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.	• Find and internalise the pulse on your own or with support but more confidently. • Demonstrate how you find/feel the pulse, with ease. • Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. • Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. • Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	**Singing:** Continue to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and continue to understanding: • The importance of working together in an ensemble or as part of a group. and how the musical outcomes are of higher quality when doing so • How important it is and why we warm up our voices posture, breathing and voice projection. • How to join in and stop as appropriate – continue to follow a leader/conductor confidently. • How melody and words should be interpreted. • How to sing with good diction. • How to perform with a good send of pulse and rhythm.	• Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone. • Continue to understand the importance of warming up their voices and to establish a good singing position. • Consider that words mean something and project the meaning of the song. • Sing with a good sense of the pulse internally and sing together and in time with the group. • Follow a leader/conductor.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations		**Playing Instruments:** Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.	• Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. • Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. • Learn to treat each instrument with respect and use the correct techniques to play them. • Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.	• Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. • Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. • Continue to respond to basic musical cues from the leader/conductor. • Continue to treat your instrument with respect and care and to play it correctly. • Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate.

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Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations		**Improvisation:** Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.	Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation. ● Progress through the differentiated Bronze, Silver and Gold Challenges. ○ Sing, Play and Copy back - clapping progressing to using instruments. ○ Copy back a musical idea. ○ Play and Improvise – using instruments. ○ Invent a musical answer using one or two notes. ○ Improvise! - using two notes on instruments. ○ Listen to each other's musical ideas.	• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. • Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. • Continue to improvise using very simple patterns on your instrument and/or voice. • Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. • Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.
National curriculum statement	**Musical Strand**	**Charanga Objectives**	**Learning Overview**	**Outcomes**
Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Musical Activities	**Composition:** Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.	• Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. • Listen to the sound of the composition as it unfolds and make decisions about it. • Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. • Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.	• Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. • Move beyond composing using two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). • Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform and Share	Perform together in an ensemble/band.	• Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. • Do all of this in front of an audience with more understanding of their needs. • Learn about performance and building confidence. • Understand about practice. • Record your performance and learn from watching it back.	• Continue to work together as part of an ensemble/band. Follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Year 4

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □ Develop an understanding of the history of music.	Listen and Appraise	The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.	The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. • Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. • They will continue to recognise the sound of the musical instruments used and basic musical structure. • The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. • The purpose of the song and context within history. • Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.	• Identify basic musical styles through learning about their style indicators and the instruments played. • Find the pulse, the steady beat to the music they are listening to and understand what that means. • More consistently use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.
□Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	**Games:** Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about: • Pulse - a steady beat. • Rhythm - copy simple patterns and how they work with pulse. • Pitch - what it is, to copy it and to warm up their voices. • Progress though the differentiated Bronze, Silver and Gold Challenges. • Rhythm copy back - progress from teacher to pupil-led games. • Pitch copy back - using voices then instruments; one or two notes dependent on ability and song. • Build on the understanding that pulse is the foundation of music upon which the other dimensions are built. • Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.	• Find and internalise the pulse on your own and stay in time. • Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast or slow pulse. • Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. • Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. • Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		**Singing:** Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.	Sing within a limited pitch range and continue to understand in greater depth: • The importance of working together in an ensemble or as part of a group. and how the musical outcomes are of higher quality when doing so • How important it is and why we warm up our voices posture, breathing and voice projection. • How to join in and stop as appropriate – continue to follow a leader/conductor confidently. • How melody and words should be interpreted. • Try to match your performance of the song to how the music sounds ie start to think musically. • How to sing with good diction. • How to perform with a good send of pulse and rhythm.	Sing in tune within a limited pitch range and continue to understand: • How to work together as part of a group and with their friends, developing the confidence to sing alone. • The importance of warming up their voices and to establish a good singing position. • How to perform a song stylistically and as musically as you can. • How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps singing two parts. • Follow a leader/conductor with confidence.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	Musical Activities	**Playing Instruments:** Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.	In greater depth: • Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. • Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. • Treat each instrument with respect and use the correct techniques to play them. • Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.	• Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. • Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. • Continue to respond to basic musical cues from the leader/conductor. • Continue to treat your instrument with respect and care and to play it correctly. • Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate.
Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and		**Improvisation:** Continue inventing musical ideas within improvisation.	• Progress through the differentiated Bronze, Silver and Gold Challenges. o Sing, Play and Copy back - clapping progressing to using instruments. o Play and Improvise – using instruments. o Invent a musical answer using one or two notes. o To listen and copy musical ideas by ear (rhythmic or melodic). o To create musical rhythms and melodies as answers as part of a group and as a soloist. o To respect each other's musical ideas and efforts.	• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt. • Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. • Continue to improvise using very simple patterns on your instrument and/or voice. • Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.

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other musical notations				• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Musical Activities	**Composition:** Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.	• Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. • Listen to the sound of the composition as it unfolds and make decisions about it. • Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. • Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.	Compose a section of music that can be added to a performance of a song. • Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt. • Move beyond composing using two notes, increasing to three notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). • Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform and Share	Perform together in an ensemble/band.	• Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. • Do all of this in front of an audience with more understanding of their needs. • Learn about performance and building confidence. • Understand in more depth about practice and why we do it. • Record your performance and learn from watching it back.	• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.

				• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

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Year 5

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary, Classical Music. • When listening to the music, find and internalise the pulse using movement. • Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. • Use correct musical language consistently to describe the music you are listening to and your feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. • Discuss other dimensions of music and how they fit into the music you are listening to.	• Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Find the pulse confidently and innately, of the music they are listening to and understand what that means. • Use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.
Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	**Games:** Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.	Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges: • Rhythm and Pitch Copy Back using one, two or three notes • Question and Answer using one, two or three notes Security, confidence and ease, will start to be apparent through: • Body movement and within the context of the Games Track being used. • Knowing, understanding and demonstrating how pulse and rhythm work together. • Understanding how the other dimensions of music are sprinkled through songs and pieces of music.	• Find and internalise the pulse on your own and stay in time. • Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. • Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. • Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. • Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,	Musical Activities	**Singing:** Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.	Sing within an appropriate vocal range with clear diction and continue to understand: • The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. • How important it is and why we warm up our voices, posture, breathing and voice projection. • Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. • Have a greater understanding of melody, words and their importance and how to interpret a song musically.	• Understand how to work together as part of a group and in an ensemble or, as a soloist. • Continue to understand the importance of warming up your voice and to establish a good singing position. • Perform and interpret a song stylistically and as musically as you can. • Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. • Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?

control and expression			• Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.	
National curriculum statement	**Musical Strand**	**Charanga Objectives**	**Learning Overview**	**Outcomes**
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations		**Playing Instruments:** Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	• Play differentiated parts with a sound-before-symbol approach or using the notated scores. • Choose parts according to ability and play them musically. • Progress as appropriate between the parts. • Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. • Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. • Continue to treat each instrument with respect and use the correct techniques to play them.	• Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. • Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. • Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. • Continue to treat your instrument with respect and care and to play it correctly. • Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.
Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations		**Improvisation:** Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	• Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. • Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. • Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. **Autumn and spring units:** • Sing, Play and Copy back – clapping progressing to using instruments. • Play and Improvise - using instruments, invent a musical answer using one, two or three notes. • Improvise! - using up to three notes on instruments. **Summer 1 unit Bronze, Silver and Gold Challenges:** • Challenge 1 - clapping riffs. • Challenge 2 - playing riffs using one, two or three notes. • Challenge 3 - Question and Answer using one, two or three notes. • Challenge 4 - Improvise using one, two or three notes.	• Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. • Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. • Continue to improvise using simple patterns on your instrument and/or voice. • Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. • Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.
National curriculum statement	**Musical Strand**	**Charanga Objectives**	**Learning Overview**	**Outcomes**

Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Musical Activities	**Composition:** Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.	• Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. • Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. • Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. • Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.	Compose a section of music that can be added to a performance of a song. • Create your own more complex melodies within the context of the song that is being learnt. • Move beyond composing using two notes, increasing to three notes then five if appropriate. • Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. • Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. • Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform and Share	Perform together in an ensemble/band with ease and confidence.	• Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. • sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. • Do all of this in front of an audience with more understanding of their needs. • Communicate ideas, thoughts and feelings through the performance. • Understand about practice. • Record your performance and learn from watching it back. Respond to feedback and offer positive comment.	• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

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Year 6

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
□ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □ Develop an understanding of the history of music.	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	• Children will continue to show their increasing depth of knowledge and understanding. • The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: The Music of Michael Jackson, Jazz, The Music of Benjamin Britten, Rock music, The Music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music. • When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music. • Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds. • Use correct musical language to confidently describe the music you are listening to and your feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. • Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.	• Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Find the pulse confidently and innately, of the music they are listening to and understand what that means. • Use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.
□Listen with attention to detail and recall sounds with increasing aural memory	Musical Activities	**Games:** A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games..	Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges: • Rhythm and Pitch Copy Back using one, two or three notes • Question and Answer using one, two or three notes Security, confidence and ease, will start to be apparent through: • Body movement and within the context of the Games Track being used. • Knowing, understanding and demonstrating how pulse and rhythm work together. • Understanding how the other dimensions of music are sprinkled through songs and pieces of music.	• Find and internalise the pulse on your own and with ease. • Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. • Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. • Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. • Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	**Singing:** Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.	Sing within an appropriate vocal range with clear diction and continue to understand: • The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. • How important it is and why we warm up our voices, posture, breathing and voice projection. • Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. • Have a greater understanding of melody, words and their importance and how to interpret a song musically. • Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.	• Understand how to work together as part of a group and in an ensemble or, as a soloist. • Continue to understand the importance of warming up your voice and to establish a good singing position. • Perform and interpret a song stylistically and as musically as you can. • Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. • Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations		**Playing Instruments:** Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	With a greater depth of understanding: • Play differentiated parts with a sound-before-symbol approach or using the notated scores. • Choose parts according to ability and play them musically. • Progress as appropriate between the parts. • Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. • Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. • Continue to treat each instrument with respect and use the correct techniques to play them. • Build on understanding the basics and foundations of formal notation – an introduction.	• Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. • Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. • Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. • Continue to treat your instrument with respect and care and to play it correctly. • Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations		**Improvisation:** Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	• Deepen your understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes. • Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. • Progress through the differentiated Bronze, Silver and Gold challenges in Year 6. • Challenge 1 - clapping riffs. • Challenge 2 - playing riffs using one, two or three notes. • Challenge 3 - Question and Answer using one, two or three notes. • Challenge 4 - Improvise using one, two or three notes.	• Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. • Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. • Continue to improvise using simple patterns on your instrument and/or voice. • Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. • Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.
Improvise and compose music for a range of purposes using the inter-related dimensions of music Use and understand staff and other musical notations	Musical Activities	**Composition:** Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.	• Confidently create your own melodies within the context of the song that is being learnt. • Move beyond composing using two notes, increasing to three notes then five if appropriate. • Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate. • Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. • Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	Compose a section of music that can be added to a performance of a song. • Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding. • Move beyond composing using two notes, increasing to three notes then five if appropriate. • Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. • Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. • Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.

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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform and Share	Perform together in an ensemble/band with ease, confidence and knowledge of your audience.	With a greater understanding: • Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. • sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. • Do all of this in front of an audience with more understanding of their needs. • Communicate ideas, thoughts and feelings through the performance. • Understand about practice related to performance outcomes. • Record your performance and learn from watching it back. Respond to feedback and offer positive comment.	In greater depth: • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

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BE ALL YOU CAN BE

Musical Progression

KS1

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	**Term**	**Title**	**Key**	**Easy note range**	**Medium note range**	**Melody not range**	**Each note values**	**Medium not 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
	Autumn 2	Rhythm in the Way we Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
	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
	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	N/A		
	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
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			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
	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	N/A	N/A			N/A		
	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
	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
	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 and Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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Musical Progression

Lower KS2

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	**Term**	**Title**	**Key**	**Easy note range**	**Medium note range**	**Melody not range**	**Each note values**	**Medium not 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	N/A	Not Applicable			Not Applicable		
	Autumn 2	Glockenspeil 1	Multiple Songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets minims and rests	N/A	N/A	C,D	C,D	N/A	C,D,E,F	C,D,E,F	N/A
	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,	Crotchets and rest	Crotchets and rest	Quavers, crotchets, minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
	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	G,A	G,A,B	D,E,G,A,B
	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and minim rests	Minims, crotchet rests and quavers	Crochets and rests, quavers, doted quavers.	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	**Autumn 1**	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Crotchets and quavers	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
	Autumn 2	Glockenspiel 2	Multiple Songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rest	Crochets, minims and rests	Quavers, crotchets, minims, semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E
	Spring 1	Stop	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
	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
	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted minims, minims, semibreves	Crotchets, semibreves and minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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Musical Progression

Upper KS2

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody not range	Each note values	Medium not values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
5	Autumn 1	Livin On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	minims	Crotchets and minims	Quavers, crotchets, dotted crotchets and quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F#	G,A,B or D,E,F#
	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,, G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	N/A		
	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotches, minims, and semibreves	Quavers and crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B, C,D
	Spring 2	Fresh Prince Of Bel-Air	A minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, crotchets	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
	Summer 1	Dancin' In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A, C,D
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B, A, G	E,D,C,B,A,G,E	Minims and rests	, Minims, Semibreves and rests	Quavers, dotted crotchets, minims, semibreves and rests	A	A,G	A,G,B	A,G	A, G,B	C,E,G,A,B
	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	N/A		
			C Blues	C, Bb,G	C,Bb,G,F	C,Bb, D,F,C	N/A			C,Bb, G	C,Bb,G,F	C,Bb,G,F,C	N/A		
	Spring 1	New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and minims	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
	Spring 2	You've Got a Friend	C	G,A, B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, quavers, minims, dotted notes and rests	Quavers, dotted crotchets, minims, dotted minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
	Summer 1	Music and Me!	Own compositional choice							Own compositional choice					
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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