

Acklam Whin Primary School Music Curriculum

EYFS progression map from Nursery (3-4years) to the end of Reception

Areas of Learning: Expressive Art and Design

Educational Programme from the EYFS framework:

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

(Relevant statements for Nursery (3-4 years) and Reception can also be taken from **Communication and Language** and **Physical Development**)

Concept: Being Imaginative and Expressive – MUSIC

EYFS Vocabulary: pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase, tempo, rap, unison, congo, rondo, concerto, phrase, Funk

Nursery

Autumn	Spring	Summer
Listen to a variety of Nursery Rhymes and Number Songs	Listen to a variety of Nursery Rhymes and Number Songs	Listen to a variety of Nursery Rhymes and Number Songs
Sing a variety of Nursery Rhymes	Sing a variety of Nursery Rhymes	Sing a variety of Nursery Rhymes
Sing a variety of Number Songs	Sing a variety of Number Songs	Sing a variety of Number Songs
Listen to a variety of untuned musical instruments	Listen to a variety of untuned musical instruments	Listen to a variety of untuned musical instruments
Play a variety of untuned musical instruments	Play a variety of untuned musical instruments	Play a variety of untuned musical instruments

Learning beyond the classroom: Christmas performance, celebrations with mini performances across the year.

Nursery's curriculum ensures all relevant skills from the Development Matters Pathway are met through the inclusion of stories, celebrations, phonics activities (including singing Nursery Rhymes), circle times, adult directed activities, continuous and enhanced provision and activities planned in response to children's needs.

Development Matters Pathway

Expressive Arts and Design

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.

Reception

Autumn 1 Me!	Autumn 2 My Stories	Spring 1 Everyone!	Spring 2 Our World	Summer 1 Big Bear Funk	Summer 2 Reflect, Rewind and Replay
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Learning beyond the classroom: Singing assemblies, TVMS workshops, The Nativity performance, celebrations with performances across the year in school.



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Development Matters Pathway

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

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 the melody.

Explore and engage in music making and dance, performing solo or in groups.

Listen and Respond		Explore and Create (Musical Activities)		Singing		Share and Perform	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. ● Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. ● Activity C High and Low Explore 	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p>	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>A performance is sharing music.</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>



Whole School Music Curriculum

high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.

● **Activity D Create Your Own Sounds**

Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.

● **Extension Activity**

Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

Early Learning Goal:

Expressive Art and Design: Being Imaginative and Expressive:

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Children at the expected level of development in music will:

- respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.
- respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.
- respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.
- respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.
- respond to music, in the context of Funk music. Some children will be able to share and assess their own performance.



Whole School Music Curriculum

Y1 Music Content Coverage

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

Unit	Autumn Hey You	Spring In the Groove	Summer Your Imagination
Unit Theme	How pulse, rhythm and pitch work together.	How to be in the groove with different styles of music.	Using your imagination.
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 - the sound quality of instruments, including voices.	✓	✓	✓
Texture - the layers of sound.	✓	✓	✓
Structure – the structures of the music e.g. an introduction, verse, chorus, ending.	✓	✓	✓
Notation - the link between sound and symbol.	✓	✓	✓

Year 1							
Vocabulary	pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen 	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader. 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.



Whole School Music Curriculum

Y2 Music Content Coverage

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

Unit	Autumn Hands, Feet, Heart	Spring I Wanna Play In A Band	Summer Friendship Song
Unit Theme	South African music	Playing together in a band	Friendship
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 - the sound quality of instruments, including voices.	✓	✓	✓
Texture - the layers of sound.	✓	✓	✓
Structure - the structures of the music e.g. an introduction, verse, chorus, ending.	✓	✓	✓
Notation - the link between sound and symbol.	✓	✓	✓



Whole School Music Curriculum

Year 2							
Vocabulary	bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen 	<ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.



Whole School Music Curriculum

Y3 Music Content Coverage

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

Unit	Autumn Glockenspiel Stage 1	Spring Three Little Birds	Summer The Dragon Song
Unit Theme	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another
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 - the sound quality of instruments, including voices.	✓	✓	✓
Texture - the layers of sound.	✓	✓	✓
Structure - the structures of the music e.g. an introduction, verse, chorus, ending.	✓	✓	✓
Notation - the link between sound and symbol.	✓	✓	✓

Year 3							
Vocabulary	structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>1. Find the Pulse</p> <p>2. Rhythm Copy Back:</p> <p>a. Bronze: Clap and say back rhythms</p> <p>b. Silver: Create your own simple rhythm patterns</p> <p>c. Gold: Perhaps lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – 'Listen and sing back' (no notation)</p> <p>b. Silver: Copy back with instruments, without then with notation</p> <p>c. Gold: Copy back with instruments, without and then with notation</p>	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. 	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>● Bronze Challenge:</p> <p>○ Copy Back – Listen and sing back</p> <p>○ Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>○ Improvise! – Take it in turns to improvise using one note.</p> <p>● Silver Challenge:</p> <p>○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>○ Play and Improvise – Using your instruments, listen and play your</p>	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

		4. Pitch Copy Back and Vocal Warm-ups			<p>own answer using one or two notes.</p> <ul style="list-style-type: none"> ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 		
Knowledge and Understanding	<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) 	<ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel etc.) 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly



Whole School Music Curriculum

Y4 Music Content Coverage

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

Unit	Autumn Mamma Mia	Spring Glockenspiel Stage 2	Summer Lean On Me
Unit Theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Soul/Gospel music and helping one another
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 - the sound quality of instruments, including voices.	✓	✓	✓
Texture - the layers of sound.	✓	✓	✓
Structure - the structures of the music e.g. an introduction, verse, chorus, ending.	✓	✓	✓
Notation - the link between sound and symbol.	✓	✓	✓

Year 4							
Vocabulary	solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality, structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>1. Find the Pulse</p> <p>2. Rhythm Copy Back:</p> <p>a. Bronze: Clap and say back rhythms</p> <p>b. Silver: Create your own simple rhythm patterns</p> <p>c. Gold: Perhaps lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes</p> <p>a. Bronze: Copy back – 'Listen and sing back' (no notation)</p> <p>b. Silver: Copy back with instruments, without then with notation</p> <p>c. Gold: Copy back with instruments,</p>	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To re-join the song if lost. ● To listen to the group when singing. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>● Bronze Challenge:</p> <p>○ Copy Back – Listen and sing back melodic patterns</p> <p>○ Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>○ Improvise! – Take it in turns to improvise using one note.</p> <p>● Silver Challenge:</p> <p>○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>○ Play and Improvise – Using your instruments,</p>	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.

		without and then with notation 4. Pitch Copy Back and Vocal Warm-ups			listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.		
Knowledge and Understanding	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about.	Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and	To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other	To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly

Whole School Music Curriculum



Whole School Music Curriculum

Y5 Music Content Coverage

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

Unit	Autumn Classroom Jazz 1	Spring Dancing In The Street	Summer The Fresh Prince Of Bel-Air
Unit Theme	Jazz and Improvisation	Motown	Old School Hip-Hop
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 - the sound quality of instruments, including voices.	✓	✓	✓
Texture - the layers of sound.	✓	✓	✓
Structure - the structures of the music e.g. an introduction, verse, chorus, ending.	✓	✓	✓
Notation - the link between sound and symbol.	✓	✓	✓

Year 5							
Vocabulary	bridge, backbeat, amplifier, bridge, appraising, syncopation, tune/head, note values, note names, ballad, interlude, tag ending, strings, cover, backing loops, scratching, cover, timbre, riff, bass line, brass section, harmony, solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality, structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

		<ul style="list-style-type: none"> o Question and answer using two different notes ● Gold Challenge o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes 			<p>instruments. Use two notes in your answer. Always start on a G.</p> <ul style="list-style-type: none"> o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>		
Knowledge and Understanding	<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how 	<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to



Whole School Music Curriculum

Y6 Music Content Coverage

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

Unit	Autumn Happy	Spring Classroom Jazz 2	Summer You've Got A Friend
Unit Theme	Being happy	Jazz, improvisation and composition	The music of Carole King
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 - the sound quality of instruments, including voices.	✓	✓	✓
Texture - the layers of sound.	✓	✓	✓
Structure - the structures of the music e.g. an introduction, verse, chorus, ending.	✓	✓	✓
Notation - the link between sound and symbol.	✓	✓	✓

Year 6							
Vocabulary	style indicators, tempo, dimensions of music, producer, ostinato, phrases, gender equality, bridge, backbeat, amplifier, bridge, appraising, syncopation, tune/head, note values, note names, ballad, interlude, tag ending, strings, cover, backing loops, scratching, cover, timbre, riff, bass line, brass section, harmony, solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, turntables, by ear, notation, piano, acoustic guitar, birdsong, civil rights, racism, equality, structure, intro/introduction, verse, chorus, guitar, synthesizer, hook, texture, organ, backing vocals, hook, riff, pentatonic scale, bass, electric guitar, question and answer, dynamics, tempo, performance, glockenspiel, pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, groove, audience, imagination						
	Listen and Appraise	Games	Singing	Playing	Improvisation	Composition	Performance
Skills	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music. 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> ● Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns ● Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. <p>2. Play and Improvise You will be using up to three notes:</p> <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

		<ul style="list-style-type: none"> o Question and answer using two different notes ● Gold Challenge o Find the pulse o Lead the class by inventing rhythms for them to copy back o Copy back three-note riffs by ear and with notation o Question and answer using three different notes 			<ul style="list-style-type: none"> o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>		
Knowledge and Understanding	<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to 	Know and be able to talk about: <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work 	<ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. 	To know and be able to talk about: <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot 	To know and be able to talk about: <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can 	To know and be able to talk about: <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief

	<p>name other songs from the Units in those styles.</p> <ul style="list-style-type: none"> ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity 	<p>together to create a song or music</p> <ul style="list-style-type: none"> ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians 	<p>be played or performed again to your friends.</p> <ul style="list-style-type: none"> ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music
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Whole School Music Curriculum

Learning beyond the classroom	Singing assemblies, TVMS workshops, Christmas performance, celebrations with performances across the year in school
ARE	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.