



**Music
at
Castle Camps C. of E. (V.C.) Primary School**

Life in all its fullness

Music Curriculum Overview and Progression of skills

Intent

At Castle Camps C of E Primary School, 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, with some specialist teaching provision.

Our pupils develop a passion and curiosity for the subject, through active participation children a variety of musical experiences. We are committed to ensuring children understand the value and importance of music and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts such as choirs, ensembles and productions.

Castle Camps pupils are able to sing with confidence and are taught to listen and appreciate, compose, perform and notate through a sequence of lessons that encompass all of these elements.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, regular concerts and performances, and the learning of instruments. Through the musical programme Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Teachers will also use YuStudio, a beginner-friendly online music studio, to explore and compose in different musical styles. Teachers also use lessons from the BBC Ten Pieces, where a sequence of lessons is taught based on a piece of classical music from a well-known composer. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder, glockenspiel, and a variety of other percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At Castle Camps Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, school recitals, taking part in concerts with other schools and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. 	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). 	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. • Perform actions confidently and in time to a range of action songs. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. 	<ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies. 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and fourpart rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. 	<ul style="list-style-type: none"> • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and fourpart rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Song progression (Suggestions from MMC)	<p>Nursery Rhymes Moving to the music (Sparkyard)</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? • Voices Foundation: Hello, How are You • Bance: Copy Kitten • Voicelinks: I'm a Train • Bounce High, Bounce Low • Singing Sherlock: Dr Knickerbocker • Dragon Dance • Trad. Bangladesh: Mo matchi (Song of the Bees) • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land 	<ul style="list-style-type: none"> • Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away • Trad. Acka Backa • Voicelinks: The King is in the Castle • Young Voiceworks: Ebenezer Sneezzer • Trad. Oats and Beans and Barley Grow • Singing Sherlock 1: Teddy Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Lovely Joan • Trad. Searching for Lambs • Voicelinks: Fireworks • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) • Trad. Australia: I Got Kicked by a Kangaroo • Trad. America: Built My Lady a 	<p>Sing Up: Heads and Shoulders • Singing Sherlock 2: Si, Si, Si • Flying a Round: To stop the train • Trad. Japan: Kaeru no uta • Trad. Morocco: A ram sam sam/Pease Pudding Hot • Trad. Bangladesh: Now charia de (A Boatman's Song) • Junior Songscape: Listen to the Rain • Bear Rock n Roll • Trad. Oliver Cromwell • Trad. Sing Up: Skye Boat Song • Trad. Ireland: Be Thou My Vision • Junior Voiceworks 1: Now The Sun Is Shining • Voiceworks 1: Candle Light • Singing Sherlock 2: Shadow • Singing Express 3: Mirror • Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p>	<ul style="list-style-type: none"> • Junior Voiceworks 1: Calypso • Junior Voiceworks 2: Our Dustbin • Voiceworks 1: Hear the Wind • Kendrick: Servant King • Happy Birthday • Great Weather Songs: Long Journey • Great Celebration Songs: World in Union • Sing Up: Just like a Roman • Trad. Ghana: Namuma • Sing for Pleasure: Ghosts • Sing for Pleasure: Lost in Space 	<p>Trad. Ireland: Danny Boy • Kodály: Rocky Mountain • Kodály: My Paddle • High Low Chickalo • Ally Ally O • Trad. Caribbean: Four White Horses • Trad. Uganda: Dipidu • Are You Ready? • Row, Row, Row your Boat</p>	<ul style="list-style-type: none"> • Trad. South Africa: Siyahamba • Junior Voiceworks 1: Calypso • Sing Up: Touch the Sky • Sing Up: Dona Nobis Pacem • Sing Up: We are the Champions • British National Anthem – God Save the Queen • Sing Up: We Go Together • Trad. Ghana: Senwa de Dende • Sing Up: Be the Change • Sing Up: One Moment, One People • Sing Up: There's a Power in the Music

		Fine Brick House • Sing Up: Paintbox				
Listening	Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.		Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.			
Composing	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values 	<ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using graphic symbols, rhythm 	<ul style="list-style-type: none"> • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. 	<ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • CPlan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

				notation and time signatures, staff notation or technology.		
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KS1: Musicianship		
	Year 1	Year 2
Pulse/Beat	<ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance. 	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <ul style="list-style-type: none"> • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.

Rhythm	<ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns. 	<ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word phrases as a starting point. • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.
Pitch	<ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing. 	<ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.

KS2: Performance					
		Year 3	Year 4	Year 5	Year 6
	Instrumental performance	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing 	<ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) 	<ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. 	<ul style="list-style-type: none"> • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. • Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

		<p>different arrangements of notes C-D-E/do-re-mi.</p> <ul style="list-style-type: none"> Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. 	<p>from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <ul style="list-style-type: none"> Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). 	<ul style="list-style-type: none"> Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. 	
	Reading Notation	<ul style="list-style-type: none"> Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note Performing - Reading Notation names and durations.

Vocabulary (from Charanga)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

- Notation – the link between sound and symbol.

EYFS Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.

	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none">• 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.
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Indicative Musical Features (KS2)

	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

KS2 Progression in knowledge of the constituent parts of musical notation

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

A Year (2024- 2025)

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
Autumn 1	Me!	Be in the band/Golden (BBC Bring the Noise)		Recorder Course (<i>Charanga</i>)		Exploring feelings when you play (Y4)		Melody and harmony in music (Y5)
Autumn 2	Me!/Christmas songs/show	Christmas songs/show		Christmas songs/show		Christmas songs/show		Christmas songs/show
Spring 1	Hands in the Air (Bring the noise)	Dance, sing and play (Y1)		Inventing a musical story (Y2)		Grime (Charanga YuStudio)		Grime (Charanga YuStudio)
Spring 2	My stories (Charanga)	Exploring sounds (Y1)		Writing music down (Y3)		Musical Structures (Y4)		Sing and play in different styles (Y5)
Summer 1	Big Bear Funk (Charanga)	Hands, Feet, Heart (Y2)		Hands, Feet, Heart (Y2)		Ukulele (Charanga)		Ukulele (Charanga)
Summer 2	Funky Elephant walk (Bring the noise)	Recorder course (<i>Charanga</i>)		<i>Anna Clyne (BBC 10 pieces)</i>		<i>Holst- The Planets (BBC 10 pieces)</i>		<i>Holst- The Planets (BBC 10 pieces)</i>

B Year (2025- 2026)

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
Autumn 1	Me!	Learning to Listen (y1)		Pulse, Rhythm and pitch (Y2)		A Spooky Story (Charanga YuStudio)		A Spooky Story (Charanga YuStudio)
Autumn 2	Me!/Christmas songs/show	Christmas songs/show		Christmas songs/show		Christmas songs/show		Christmas songs/show
Spring 1	Hands in the Air (Bring the noise)	Pulse, Rhythm and pitch (Y2)		Djembe Drums/Recorders (<i>Charanga</i>)		Compose with your friends (Y4)		Composing and chords (Y5)
Spring 2	My stories (Charanga)	Playing in an orchestra (Y2)		<i>Vivaldi- Four seasons (BBC 10 pieces)</i>		<i>Vivaldi- Four seasons (BBC 10 pieces)</i>		Enjoying musical styles (Y5)
Summer 1	Big Bear Funk (Charanga)	'Mars' from 'The Planets' - Gustav Holst (<i>BBC ten pieces -eyfs/ks1</i>)		Playing in an orchestra (Y2)		Ukulele (<i>Charanga</i>)		Ukulele (<i>Charanga</i>)
Summer 2	Funky Elephant walk (Bring the noise)	Djembe Drums/Recorder course (<i>Charanga</i>)		Composing using your imagination (Y3)		Delia Derbyshire (BBC 10 pieces)		<i>Bach - Toccata and Fugue (BBC 10 pieces)</i>

C Year (2023- 2024)

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
Autumn 1	Me	Having fun with improvisation (Y1)		<i>BBC 10 pieces - Copland (Rodeo)</i>		<i>Hans Zimmer (BBC 10 pieces)</i>		Hip Hop (Charanga YuStudio)
Autumn 2	Me!/Christmas songs/show	Christmas songs/show		Christmas songs/show		Christmas songs/show		Christmas songs/show
Spring 1	Hands in the Air (Bring the noise)	Vaughan Williams - Lark Ascending (BBC ten pieces)		Recorder course (<i>Charanga</i>)		Expression and improvisation (Y4)		Freedom to improvise (Y5)
Spring 2	My stories (Charanga)	Let's perform together (Y1)		Playing in a band (Y3)		Hip Hop (Charanga YuStudio)		Battle of the bands! (Y5)
Summer 1	Big Bear Funk (Charanga)	Exploring improvisation (Y2)		More musical styles (Y3)		Ukulele (<i>Charanga</i>)		Ukulele (<i>Charanga</i>)
Summer 2	Funky Elephant walk (Bring the noise)	Recorder course (<i>Charanga</i>)		Three little birds (Y3)		The show must go on (Y4)		Gershwin - Rhapsody in Blue (<i>BBC 10 pieces</i>)

Music Progression – A Year (2024- 2025) Charanga: English Model Music Curriculum

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
Autumn 1	<p>Me!</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p>Be in the band/Golden (BBC Bring the Noise)</p> <p>Develop children’s sense and understanding of pulse by experimenting with sounds using their bodies and voice.</p> <p>Use body percussion with children and get them on their feet.</p> <p>Further explore pitch, dynamics and playing instruments with your children.</p>		<p>Recorder course (Charanga)</p> <p>Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing.</p>		<p>Exploring feelings when you play (Y4)</p> <p>Musical Spotlight: Exploring Feelings When You Play. Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B ♭ , B</p>		<p>Melody and harmony in music (Y5)</p> <p>Musical Spotlight: Melody and Harmony in Music</p> <p>A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?</p> <p>Social Question: How Does Music Bring Us Together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭ , E, F, F#, G, A, A ♭ , B ♭ , B</p>

Autumn 2	<i>Christmas songs/show</i>	<i>Christmas songs/show</i>	<i>Christmas songs/show</i>	<i>Christmas songs/show</i>	<i>Christmas songs/show</i>
Spring 1	<p><i>Hands in the Air (Bring the noise)</i></p> <p>Listen and respond to music; Feel and move in rhythm.</p> <p>Listening and responding; Rhyme and rhythm.</p> <p>Call and response; Rhythm and pulse; Active listening.</p>	<p><i>Dance, sing and play (Y1)</i></p> <p>Musical Spotlight: Dance, Sing and Play! Music is made up of long and short sounds called ‘rhythm’ and high and low sounds that we call ‘pitch’. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> <p>Social Question: How Does Music Tell Stories About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p><i>Inventing a musical story (Y2)</i></p> <p>Musical Spotlight: Inventing a Musical Story</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B ♭, B</p>	<p><i>Grime (Charanga YuStudio)</i></p> <p>In this unit, students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga’s online music studio.</p> <p>Create with YuStudio’s Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p> <p>Each section of the lesson is a whole-class activity, and each lesson has three parts:</p> <p>Introduction: The Creative Learning Focus</p> <p>Create</p> <p>Share and Evaluate</p>	<p><i>Grime (Charanga YuStudio)</i></p> <p>In this unit, students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga’s online music studio.</p> <p>Create with YuStudio’s Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p> <p>Each section of the lesson is a whole-class activity, and each lesson has three parts:</p> <p>Introduction: The Creative Learning Focus</p> <p>Create</p> <p>Share and Evaluate</p>

				At the end of the project, students are encouraged to perform their work.	At the end of the project, students are encouraged to perform their work.
Spring 2	<p><i>My stories (Charanga)</i></p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p><i>Exploring sounds (Y1)</i></p> <p>Musical Spotlight: Exploring Sounds</p> <p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <p>Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p><i>Writing music down (Y3)</i></p> <p>Musical Spotlight: Writing Music Down</p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a staff and named with special musical names. This helps us to remember what we are going to sing and play. Explore the notes, crotchets and minims within the music you learn. See how these notes can fit on the lines and spaces of a staff.</p> <p>Social Question: How Does Music Bring Us Closer Together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p>	<p><i>Musical Structures (Y4)</i></p> <p>Musical Spotlight: Musical Structures</p> <p>Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.</p> <p>Social Question: How Does Music Bring Us Together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B b</p>	<p><i>Sing and play in different styles (Y5)</i></p> <p>Musical Spotlight: Sing and Play in Different Styles</p> <p>Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.</p> <p>Social Question: How Does Music Connect Us with Our Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E b , E, F, F#, G, A b , A, B b , B</p>

Summer 1	<p><i>Big Bear Funk (Charanga)</i></p> <p>Musical learning focus:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p><i>Hands, Feet, Heart (Y2)</i></p> <p>Learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p><i>Hands, Feet, Heart (Y2)</i></p> <p>Learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p><i>Ukulele (Charanga)</i></p> <p>Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p>	<p><i>Ukulele (Charanga)</i></p> <p>Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p>

<p>Summer 2</p>	<p><i>Funky Elephant walk (Bring the noise)</i></p> <p>The band show how a rhythm is constructed from the different patterns of sound in a song.</p> <p>Listen to the Elephant Walk and join in by stomping along - like an elephant, learning to follow the different rhythms of the song as you do so.</p>	<p><i>Recorder course (Charanga)</i></p> <p>Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing.</p>	<p><i>Anna Clyne (BBC 10 pieces)</i></p> <p><u>Learners will:</u></p> <ul style="list-style-type: none"> · listen and reflect on a piece of orchestral music · invent their own musical motifs and structure them into a piece · perform as an ensemble · learn musical language appropriate to the task <p><u>Curriculum checklist</u></p> <ul style="list-style-type: none"> · play and perform in ensemble contexts, using voices and playing musical instruments · improvise and compose music for a range of purposes using the interrelated dimensions of music · listen with attention to detail and recall sounds with increasing aural memory 	<p><i>Holst- The Planets (BBC 10 pieces)</i></p> <p><u>Learners will:</u></p> <ul style="list-style-type: none"> · listen and reflect on a piece of orchestral music · learn musical motifs from Holst's Mars and structure them into a piece · invent their own musical motifs and structure them into a piece · perform as an ensemble · learn musical language appropriate to the task <p><u>Curriculum checklist</u></p> <ul style="list-style-type: none"> · play and perform in ensemble contexts, using voices and playing musical instruments · improvise and compose music for a range of purposes using the interrelated dimensions of music · listen with attention to detail and recall sounds with increasing aural memory 	<p><i>Holst- The Planets (BBC 10 pieces)</i></p> <p><u>Learners will:</u></p> <ul style="list-style-type: none"> · listen and reflect on a piece of orchestral music · learn musical motifs from Holst's Mars and structure them into a piece · invent their own musical motifs and structure them into a piece · perform as an ensemble · learn musical language appropriate to the task <p><u>Curriculum checklist</u></p> <ul style="list-style-type: none"> · play and perform in ensemble contexts, using voices and playing musical instruments · improvise and compose music for a range of purposes using the interrelated dimensions of music · listen with attention to detail and recall sounds with increasing aural memory
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Music Progression – B Year (2025- 2026) Charanga: English Music Curriculum

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
Autumn 1	Me!	Learning to Listen (Y1)	Pulse, Rhythm and pitch (Y2)	A Spooky Story (Charanga YuStudio)	A Spooky Story (Charanga YuStudio)			
	<p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p>Musical Spotlight: Learning to Listen</p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p>Musical Spotlight: Pulse, Rhythm and Pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called ‘rhythm’ and ‘pitch’. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Social Question: How Does Music Help Us to Make Friends?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</p>	<p>In this unit, students will create their own Spooky Story composition, featuring a drum beat, melody and bassline. They will also learn how to underscore their work, preparing them for further exploration in story-writing, music composition and production.</p> <p>Each section of the lesson is a whole-class activity, and each lesson has three parts:</p> <p>Introduction: The Creative Learning Focus</p> <p>Create</p> <p>Share and Evaluate</p> <p>At the end of the project, students are encouraged to perform their work.</p>	<p>In this unit, students will create their own Spooky Story composition, featuring a drum beat, melody and bassline. They will also learn how to underscore their work, preparing them for further exploration in story-writing, music composition and production.</p> <p>Each section of the lesson is a whole-class activity, and each lesson has three parts:</p> <p>Introduction: The Creative Learning Focus</p> <p>Create</p> <p>Share and Evaluate</p> <p>At the end of the project, students are encouraged to perform their work.</p>			
Autumn 2	Christmas songs/show	Christmas songs/show	Christmas songs/show	Christmas songs/show	Christmas songs/show			

<p>Spring 1</p>	<p><i>Hands in the Air (Bring the noise)</i></p> <p>Listen and respond to music; Feel and move in rhythm.</p> <p>Listening and responding; Rhyme and rhythm.</p> <p>Call and response; Rhythm and pulse; Active listening.</p>	<p><i>Pulse, Rhythm and pitch (Y2)</i></p> <p>Musical Spotlight: Pulse, Rhythm and Pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Social Question: How Does Music Help Us to Make Friends?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</p>	<p><i>Djembe Drums/Recorder(Char anga)</i></p> <p>Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing.</p>	<p><i>Compose with your friends (Y4)</i></p> <p>Musical Spotlight: Compose with Your Friends</p> <p>When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music.</p> <p>Social Question: How Does Music Improve Our World?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B b , B</p>	<p><i>Composing and chords (Y5)</i></p> <p>Musical Spotlight: Composing and Chords</p> <p>If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.</p> <p>Social Question: How Does Music Improve Our World?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E b , E, F, F#, G, A b , A, B b , B</p>
<p>Spring 2</p>	<p><i>My stories (Charanga)</i></p>	<p><i>Playing in an orchestra (Y2)</i></p>	<p><i>Vivaldi- Four seasons (BBC 10 pieces)</i></p>	<p><i>Vivaldi- Four seasons (BBC 10 pieces)</i></p>	<p><i>Enjoying musical styles (Y5)</i></p>

	<p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Musical Spotlight: Playing in an Orchestra</p> <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p>Social Question: How Does Music Teach Us About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B \flat, B</p>	<p>Learners will:</p> <p>listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice perform as an ensemble learn musical language appropriate to the task</p> <p>Curriculum checklist:</p> <p>play and perform in ensemble contexts, using voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Learners will:</p> <p>listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice perform as an ensemble learn musical language appropriate to the task</p> <p>Curriculum checklist:</p> <p>play and perform in ensemble contexts, using voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musical Spotlight: Enjoying Musical Styles</p> <p>There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, E \flat, F\sharp, F, G, A \flat, A, B \flat</p>
Summer 1	<i>Big Bear Funk (Charanga)</i>	<p><i>'Mars' from 'The Planets' - Gustav Holst (BBC ten pieces -eyps/ks1)</i></p> <p>Learners will:</p>	<p><i>Playing in an orchestra (Y2)</i></p> <p>Musical Spotlight: Playing in an Orchestra</p>	<p><i>Ukulele (Charanga)</i></p> <p>Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three</p>	<p><i>Ukulele (Charanga)</i></p> <p>Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open</p>

	<p>Musical learning focus:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<ul style="list-style-type: none"> • Listen to a new piece of music and learn what a composer is • Explore the difference between high pitch and low pitch • Lead a musical activity • Listen and identify sounds outside • Mirror sounds they hear • Link an instrument to a character • Sing (whilst learning a new song) • Suggest new lyrics • Compose short pieces of music 	<p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p>Social Question: How Does Music Teach Us About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B \flat, B</p>	<p>chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p>	<p>strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p>
Summer 2	<i>Funky Elephant walk (Bring the noise)</i>	<i>Djembe Drums/Recorder course (Charanga)</i>	<i>Composing using your imagination (Y3)</i>	<i>Delia Derbyshire (BBC 10 pieces)</i> Learners will:	<i>Bach - Toccata and Fugue (BBC 10 pieces)</i> <u>Learners will:</u>

	<p>The band show how a rhythm is constructed from the different patterns of sound in a song.</p> <p>Listen to the Elephant Walk and join in by stomping along - like an elephant, learning to follow the different rhythms of the song as you do so.</p>	<p>Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing.</p>	<p>Musical Spotlight: Compose Using Your Imagination</p> <p>Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p>Social Question: How Does Music Make the World a Better Place?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p>	<p>listen and reflect on a piece of orchestral music create their own piece of music using instruments, voice and technology perform as an ensemble learn musical language appropriate to the task</p> <p>Curriculum checklist:</p> <p>play and perform in ensemble contexts, using voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p>	<p>· listen and reflect on a piece of orchestral music · invent their own musical motifs and structure them into a piece · perform as an ensemble · learn musical language appropriate to the task</p> <p><u>Curriculum checklist</u></p> <p>· play and perform in ensemble contexts, using voices and playing musical instruments © Rachel Leach and BBC, 2018 · improvise and compose music for a range of purposes using the interrelated dimensions of music · listen with attention to detail and recall sounds with increasing aural memory</p>
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Music Progression – C Year (2023- 2024)

	Hedgehogs	Squirrels		Rabbits		Badgers		Deer
	EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y5 & Y6
Autumn 1	<p>Me!</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive Five Little Ducks Name Song Things For Fingers</p>	<p>Having fun with improvisation (Y1)</p> <p>Musical Spotlight: Having Fun with Improvisation</p> <p>Improvising is fun! It’s an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p>Social Question: What Songs Can We Sing to Help Us Through the Day?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p>BBC 10 pieces - Copland (Rodeo)</p> <p>Learners will:</p> <ul style="list-style-type: none">· Listen and reflect on a piece of orchestral music· create their own piece of music using instruments and voice· perform as an ensemble· learn musical language appropriate to the task	<p>Hans Zimmer (BBC 10 pieces)</p> <p>Learners will:</p> <p>listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice perform as an ensemble learn musical language appropriate to the task</p> <p>Curriculum checklist:</p> <p>play and perform in ensemble contexts, using voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Hip Hop (Charanga YuStudio)</p> <p>In this unit, your students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga’s online music studio.</p> <p>Create with YuStudio’s Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p> <p>Each section of the lesson is a whole-class activity, and each lesson has three parts:</p> <p>Introduction: The Creative Learning Focus</p>			

					Create Share and Evaluate
Autumn 2	Christmas songs/show	Christmas songs/show	Christmas songs/show	Christmas songs/show	Christmas songs/show
Spring 1	Hands in the Air (Bring the noise) Listen and respond to music; Feel and move in rhythm. Listening and responding; Rhyme and rhythm. Call and response; Rhythm and pulse; Active listening.	Vaughan Williams - Lark Ascending (BBC ten pieces) Learners will: <ul style="list-style-type: none"> • Listen to a new piece of music and learn what a composer is • Explore the difference between high pitch and low pitch • Lead a musical activity • Listen and identify sounds outside • Mirror sounds they hear • Link an instrument to a character • Sing (whilst learning a new song) • Suggest new lyrics • Compose short pieces of music 	Recorder course (Charanga) Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing.	Expression and improvisation (Y4) Musical Spotlight: Expression and Improvisation Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics. Social Question: How Does Music Shape Our Way of Life? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B ♭, B	Freedom to improvise (Y5) Musical Spotlight: Freedom to Improvise Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion). Social Question: How Does Music Shape Our Way of Life? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭, E, F, F#, G, A, B ♭, B

<p>Spring 2</p>	<p>My stories (Charanga)</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Let's perform together (Y1)</p> <p>Musical Spotlight: Let's Perform Together!</p> <p>Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p>	<p>Playing in a band (Y3)</p> <p>Musical Spotlight: Playing in a Band</p> <p>Playing together in a band is fun and exciting! Try to read the notation of one of the easy instrumental parts when playing together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. What are the time signatures of the music you are playing? When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p>Social Question: What Stories Does Music Tell Us About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p>	<p>Hip Hop (Charanga YuStudio)</p> <p>In this unit, your students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga's online music studio.</p> <p>Create with YuStudio's Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners.</p> <p>By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.</p> <p>Each section of the lesson is a whole-class activity, and each lesson has three parts:</p> <p>Introduction: The Creative Learning Focus Create Share and Evaluate</p>	<p>Battle of the bands! (Y5)</p> <p>Musical Spotlight: Battle of the Bands!</p> <p>Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy!</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E ♭ , E, F, F#, G, G#, A ♭ , A, B ♭</p>
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<p>Summer 1</p>	<p><i>Big Bear Funk (Charanga)</i></p> <p>Musical learning focus:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p><i>Exploring improvisation (Y2)</i></p> <p>Musical Spotlight: Exploring Improvisation</p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!</p> <p>Social Question: How Does Music Make Us Happy?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B <i>b</i> , B</p>	<p><i>More musical styles (Y3)</i></p> <p>Musical Spotlight: More Musical Styles</p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes ‘dynamics’. Loud sounds are called ‘forte’, and quiet sounds are called ‘piano’. Explore these changes in dynamics within the music in this unit.</p> <p>Social Question: How Does Music Help Us Get to Know Our Community?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\sharp, G, G\sharp, A, B</p>	<p><i>Ukulele (Charanga)</i></p> <p>Charanga Musical School’s Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p>	<p><i>Ukulele (Charanga)</i></p> <p>Charanga Musical School’s Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p>
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Summer 2	<p><i>Funky Elephant walk (Bring the noise)</i></p> <p>The band show how a rhythm is constructed from the different patterns of sound in a song.</p> <p>Listen to the Elephant Walk and join in by stomping along - like an elephant, learning to follow the different rhythms of the song as you do so.</p>	<p><i>Recorder course (Charanga)</i></p> <p>Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. This understanding and skill can be transferred to other instruments in the future or form a secure footing for expert recorder playing.</p>	<p><i>Three little birds (Y3)</i></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p>	<p><i>The show must go on (Y4)</i></p> <p>Musical Spotlight: The Show Must Go On!</p> <p>Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#</p>	<p><i>Gershwin - Rhapsody in Blue (BBC 10 pieces)</i></p> <p>Learning outcomes Learners will:</p> <p>listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice perform as an ensemble learn musical language appropriate to the task</p> <p>Curriculum checklist:</p> <p>play and perform in ensemble contexts, using voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory</p>
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