



Music Overview and Progression Document

Music Curriculum Based on Charanga Scheme of Learning



National Curriculum Subject Content

Key Stage One	Key Stage Two
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

Musical Genre Curriculum Coverage through Charanga Units of Learning

Musical Genre Curriculum Coverage through Charanga Units of Learning						
	Year 1 Percussion	Year 2 Glockenspiels	Year 3 Glockenspiels	Year 4 Steel Pans/Flutes	Year 5 Recorders	Year 6 Recorders
Autumn 1	Hey You Old School Hip Hop	Hands, Feet, Heart Afropop, South African	Let Your Spirit Fly RnB	Music Provision provided by Music Services Production Autumn 1 Rocking Romans	Production Early Islamic Production	Happy Pop/Neo Soul
Autumn 2	<u>Production</u> Nativity	Ho, Ho, Ho, Rap and improvisation	Three Little Birds Reggae		Livin' On a Prayer Rock	Classroom Jazz 2 Bacharach and Blues
Spring 1	In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk	I Wanna Play in a Band Rock Music	<u>Production</u> Ancient Egyptians		Classroom Jazz 1 Bossa Nova and Swing	A New Year Carol Classical or Urban Gospel
Spring 2	Round and Round Bossa Nova	Zootime Reggae	The Dragon Song Pop music telling stories		Make You Feel My Love Pop Ballads	You've Got A Friend 70s Ballad/Pop
Summer 1	Your Imagination Pop Music	Friendship Song Pop Music	Bringing Us Together Disco		The Fresh Prince of Bel-Air Old-School Hip-Hop	Music and Identity
Summer 2	Reflect, Rewind, Replay Classical	<u>Production</u> Seaside Holidays of the Past	Reflect, Rewind, Replay Classical		Dancing in the Street Motown	<u>Production</u> Y6 Leavers

EYFS ELG:

Children sing songs, make music and dance, and experiment with ways of changing them.

Breadth of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> *To confidently sing songs from memory and sing them in unison *To sing notes of different pitches (high and low) *To know that their voices can make different sounds 	<ul style="list-style-type: none"> *To know songs off by heart *To know some songs, have a chorus or a response/answer part, and sing these types of songs *To know that unison is everyone singing together *To be able to make different types of sounds with their voices e.g. you can rap 	<ul style="list-style-type: none"> *To sing in unison and in simple two-parts *To follow a leader when singing *To demonstrate a good singing posture *To be able to explore singing solo *To sing with an awareness of being in tune *To have an awareness of the pulse internally when singing 	<ul style="list-style-type: none"> *To confidently sing in unison and in simple two- parts *To follow a leader when singing *To enjoy singing solo *To sing with an awareness of being in tune *To rejoin a song if lost *To listen to the group when singing *To recognise the importance of warming up the voice 	<ul style="list-style-type: none"> *To be able to confidently sing in unison and sing backing vocals *To follow a leader when singing *To enjoy singing solo and experience 'rapping' *To sing with an awareness of being in tune *To listen to each other and be aware of how they fit into the group *To recognise the importance of warming up the voice 	<ul style="list-style-type: none"> *To sing in unison and sing backing vocals *To follow a leader when singing *To enjoy singing solo and experience 'rapping' *To sing with an awareness of being in tune *To listen to each other and be aware of how they fit into the group *To recognise the importance of warming up the voice
Playing	<ul style="list-style-type: none"> * To know the names of the different percussion instruments they are playing *To know how to play a range of percussion instruments correctly *To play a percussion instrument in the instrumental part of the song they perform 	<ul style="list-style-type: none"> *To learn the names of the notes in their instrumental part from memory *To know the name of the instrument they are playing *To be able to hit each plate to get the correct sound *To know how to hold the beaters correctly when playing *To play their musical part in time with the steady pulse 	<ul style="list-style-type: none"> *To know and be able to talk about the instruments used in class *To know how to play the instrument (glockenspiel) correctly *To be able to play anyone, or all differentiated parts on a tuned instrument from memory or using notation *To rehearse and perform a given part of a song 	<ul style="list-style-type: none"> *To be able to play anyone, or all differentiated parts on a tuned instrument from memory or using notation *To know how to play the instrument correctly *To rehearse and perform a given part of a song *To listen to and follow instructions from a leader *To experience leading the playing by making sure everyone plays in the correct section of a song 	<ul style="list-style-type: none"> *To be able to talk about different ways of writing music down e.g. staff notation, symbols *To know the notes C, D, E, F, G, A, B+, C on the treble stave *To be able to play a musical instrument with the correct technique *To rehearse and perform their part in a piece *To lead a rehearsal session 	<ul style="list-style-type: none"> *To be able to talk about different ways of writing music down e.g. staff notation, symbols *To know the notes C, D, E, F, G, A, B+, C on the treble stave *To be able to play a musical instrument with the correct technique *To rehearse and perform their part in a piece *To lead a rehearsal session

<p>Musical Dimensions</p>	<ul style="list-style-type: none"> *To know that music has a steady pulse, like a heartbeat *To be able to copy short rhythmic phrases *To create rhythms for others to copy *To be able to copy sounds 	<ul style="list-style-type: none"> *To know that music has a steady pulse, like a heartbeat *To know that rhythms are different from a steady pulse *To be able to add high and low sounds (pitch), when they sing or play *To be able to copy short rhythmic phrases *To create rhythms for others to copy 	<ul style="list-style-type: none"> *To know how to find and demonstrate the pulse *To know the difference between pulse and rhythm *To know how pulse, rhythm and pitch work together to create a song *To know the difference between a musical question and an answer 	<ul style="list-style-type: none"> *To know how pulse, rhythm and pitch work together to create a song *To be able to explain the difference between pulse and rhythm *To use pitch (high and low sounds) to create melodies *To create musical ideas for a group to copy or respond to 	<ul style="list-style-type: none"> *To know how pulse, rhythm and pitch work together to create a song *To be able to explain the difference between pulse and rhythm *To use pitch (high and low sounds) to create melodies *To create musical ideas for a group to copy or respond to 	<ul style="list-style-type: none"> *To know how pulse, rhythm and pitch work together to create a song or music *To know how to keep an internal pulse *To create musical ideas for a group to copy or respond to, with increasing difficulty e.g. syncopation/off beat, two and three note riffs
<p>Composing</p>	<ul style="list-style-type: none"> *To create a simple melody using one, two or three notes *To learn how notes of a composition can be written down 	<ul style="list-style-type: none"> *To create simple melodies using one, three or five different notes *To learn how the notes of the composition can be written down and changed if necessary 	<ul style="list-style-type: none"> *To create a simple melody using one, three or five different notes *To plan and create a section of music for a chosen song *To reflect upon their compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo *To record compositions using symbols 	<ul style="list-style-type: none"> *To create a simple melody using one, three or five different notes *To plan and create a section of music for a song *To discuss how their music was created *To reflect upon developing compositions and make musical decisions about pulse, rhythm, pitch, dynamics and tempo *To record compositions using symbols or pictorial notation 	<ul style="list-style-type: none"> *To create simple melodies using up to 5 different notes and simple rhythms that work musically *To be able to explain the keynote or home note and the structure of the melody *To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song *To record compositions using pictorial notation 	<ul style="list-style-type: none"> *To create simple melodies using up to 5 different notes and simple rhythms that work musically *To be able to explain the keynote or home note and the structure of the melody *To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song *To record compositions using pictorial notation

Improvisation	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping and singing 	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping, singing and playing 	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping, singing and playing 	<ul style="list-style-type: none"> *To understand that improvisation is about making up their own tunes on the spot *To be able to improvise using clapping, singing and playing 	<ul style="list-style-type: none"> *To understand that if you improvise using the notes you have been given, you cannot make a mistake *To be able to improvise using singing and playing *To know 3 improvising musicians 	<ul style="list-style-type: none"> *To understand that if you improvise using the notes you have been given, you cannot make a mistake *To be able to improvise using singing and playing *To know 3 improvising musicians
Performing	<ul style="list-style-type: none"> *To be able to perform a piece of music they have learnt to an audience *To record a performance and say how they feel about it 	<ul style="list-style-type: none"> *To be able to perform a piece of music they have learnt to an audience *To be able to add their own ideas to a performance *To record a performance and say how they feel about it 	<ul style="list-style-type: none"> *To be able to choose what to perform *To choose the best place to be when performing and how to stand and sit *To record their performances and say what they were pleased with, what they would change etc. and why 	<ul style="list-style-type: none"> *To present a musical performance designed to capture an audience *To choose the best place to be when performing and how to stand and sit *To record performances and say what they were pleased with, what they would change etc. and why 	<ul style="list-style-type: none"> *To be able to choose what to perform and create a programme *To record a 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"> *To be able to choose what to perform and create a programme. *To record a 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...
Listening and Appraising	<ul style="list-style-type: none"> *To learn how they can enjoy moving to music *To know what songs, they listen to are about *To say whether they like or dislike a piece of music and why 	<ul style="list-style-type: none"> *To learn how they can enjoy moving to music *To know that songs have a musical style and be able to describe these *To say whether they like or dislike a piece of music and why *To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> *To be able to choose a song and talk about its lyrics, musical dimensions, sections of the song and name the instruments used *To confidently identify and move to the pulse *To take it in turns to discuss how a song makes them feel *To listen carefully and respectfully to other people's thoughts about the music 	<ul style="list-style-type: none"> *To be able to choose a song and talk about its lyrics, musical characteristics, musical dimensions, sections of the song and name the instruments used *To confidently identify and move to the pulse *To talk about music and how it makes them feel *To use accurate musical vocabulary when talking about music 	<ul style="list-style-type: none"> *To identify and move to the pulse with ease *To be able to compare two songs in the same style, talking about their similarities and differences *To use accurate musical vocabulary when talking about music *To be able to talk about musical dimensions in music *To talk about music and how it makes them feel *To be able to talk about the historical context of songs learnt 	<ul style="list-style-type: none"> *To identify and move to the pulse with ease *To be able to compare two songs in the same style, talking about their similarities and differences *To use accurate musical vocabulary when talking about music *To be able to talk about musical dimensions in music *To talk about music and how it makes them feel *To know and be able to talk about the fact that we each have a musical identity

