



St Peter's VC Academy

Music Curriculum



ST PETER'S
VC ACADEMY

Contents

Intent	3
Implementation	4
Impact/Assessment	5
Study Overview Long term plan	6
Key Performance Indicators: Music [YR – Y6] St Cuthbert’s Roman Catholic Academy Trust	7
Links to <i>Charanga</i> Teacher Assessments YR – Y6	13
Lesson Sequences [termly]	14
Overview of LOs for progression EYFS – Y6	19
Curriculum Progression through Charanga <i>Removed - see separate document in the drive</i>	
PROGRESSION:	
Playing Instruments & Using Notation	28

Intent



Learning is a sacred endeavour.

The curriculum in a catholic school seeks to plummet the mysteries of the mind of God.

At St Peter's, we believe music is an instrument of expression, integral to the artistic and emotional development of each child. Children across the school are provided with vibrant and varied musical experiences ,encompassing religion and focusing on the development of skills, acquisition of knowledge and the ability to appreciate and appraise a range of music genres and styles from around the world and across the ages.

Teaching staff nurture musical curiosity in all children and provide the tools the children need to unlock their individual musical potential. Our curriculum enables each child to discover and develop their musical talent and creativity while engendering in them an excitement and desire to create, play, perform, appreciate and enjoy music in its many forms and contexts.

EYFS

The Area of Learning and Development in Foundation Stage which links to Music in KS1 and 2 is **Expressive Art and Design** particularly **Being Imaginative and Expressive**.

By the end of their time in Foundation Stage at St Peter's, children who have reached the expected level of development will:

Sing a range of well-known nursery rhymes and songs.
Have developed skills of listening, sound discrimination rhyme during phonics.
Perform songs*, rhymes, poems and stories with others, and – when appropriate – respond and move and move in time to music with movement.
[* simple call and response songs, traditional and contemporary songs]
Sing solo to an audience of their peers if they feel confident or sing a short phrase as part of a listening game.
Manipulate their voices for different effects (e.g., big giant voice, tiny squeaky voice).
Identify the pulse and the rhythm in music through using body percussion and untuned percussion.
Learn about untuned percussion instruments, how to use them safely and to play following a musical pattern.

At the end of KS1 at St Peter's

Pupils are taught to-

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.

At the end of KS2 at St Peter's

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.

Pupils are taught -

To 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.

Implementation

Our curriculum is built around the Charanga Music School programme, which supports all the requirements of the national curriculum. 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. The Charanga scheme covers everything from baroque to Adele, so develops an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey. Music lessons are taught weekly for children in Years 1 – 6, and *Charanga* provides teachers with lesson plans, clear progression, and engaging interactive whiteboard resources to support each lesson. Lessons are practical and exploratory and the interrelated dimensions of music weave through the Units of Work. The spiral or repetition-based approach to learning promotes a more secure and deeper learning, and mastery of musical skills. Children have many opportunities to revisit established musical skills and concepts alongside developing new ones. Charanga is also available (and used) to support teaching and learning in the EYFS classroom.

At present, weekly music lessons for our Year 4 pupils do not follow the *Charanga* scheme. Instead, the children are taught by a specialist music teacher from NYCC Music Service. Y4 children learn about the interrelated dimensions of music and develop skills through playing a variety of untuned percussion instruments, and also the ukulele or the glockenspiel. Learning Objectives and outcomes correspond with SCRCAT's Key Performance Indicators.

While our school has a good provision of resources for music, we are always looking to add to our stock of good quality instruments. A recent purchase of two-octave, chromatic glockenspiels means that an instrument is now available for each pair of children in lessons. The app *Garageband* is available on school iPads for children to use, as appropriate, within lessons.

We hold a biweekly singing practice assembly for children in Years 2 – 6, to help prepare for church services, concerts and other school events throughout the year. Additionally, an after-school choir club was recently begun.

St. Peter's recognises the value of inviting music specialists into school to provide children with a wide range of musical experiences. Historically, we have encouraged strong links with the music coordinator at our 'linked' secondary school, St Augustine's. We hope to maintain this tradition and continue to benefit from the expertise of a specialist music teacher, which has proved extremely beneficial to many of our Y6 leavers in their transition to secondary.

Peripatetic teachers from NYCC Music Service are frequent visitors to our school, providing families with an opportunity for their child to receive individual or group tuition of an instrument, paid or subsidised (subject to circumstances). Piano/ keyboard lessons are an enormously popular choice!

Impact

By revisiting and building on previous learning, our pupils acquire, practise and develop new skills year on year, from whatever their starting point. Varied musical experiences allow each child to discover areas of strength, areas for improvement and areas of music they would like to pursue in the future. Music in our school presents many opportunities for achievement, improved self-confidence, interaction with peers, and self-reflection. Children are challenged to unlock and explore their musical talent, and their music lessons equip them with the vocabulary, understanding and practical experiences that enable them to talk confidently about their own learning journey in the world of music, making them happy and fulfilled learners.

The expected impact of our Music scheme of work is that children will:

1. Meet the end of key stage expectations outlined in the National Curriculum for Music.
2. Work creatively with voice & instruments to explore ideas, improvise, compose and perform music.
3. Listen to and appraise a range of music confidently using subject-specific language.
4. Be able to play (at beginner level) one or more instruments.
5. Be able to understand and 'employ' the elements of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
6. Have developed an interest and acquired a strong foundation to continue learning Music into Key Stage 3 and beyond.

Cultural Capital

Enrichment is an essential part of the St Peter's Music curriculum. We provide opportunities for new experiences as well as nurturing and developing a thirst for learning.
Church concerts
Singing at Priceholm/Briardene

Career Professional Development

Assessment

Music is monitored through both formative and summative assessment. Each unit in the *Charanga* scheme of work contains documentation to guide and support teachers' assessment of pupil progress. (See page 13 for links to these Teacher Assessments for each year groups.)

Teachers will cross-reference learning objectives and outcomes from the *Charanga* scheme with the trust's Key Performance Indicators, when assessing progression.

Additional *Overview/Summary of learning objectives for progression* - are included as Appendix A within this document (page 43).

Study Overview – Long Term Plan – Following <i>Charanga</i> Original Scheme						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1	Hey you!	Y1 Nativity Rhythm in the Way we Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Y2 Nativity Ho Ho Ho	I Wanna Play in a Band	Zootime	(Friendship Song) Alternative Y2 Unit 5 teachcomputing.org Digital Music	Reflect, Rewind and Replay
Year 3	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	“Wider Ops’ Untuned percussion	“Wider Ops’ Untuned percussion	“Wider Ops’ Tuned percussion	“Wider Ops’ Ukulele	“Wider Ops’ Ukulele	“Wider Ops’ Ukulele
Year 5	Livin On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind And Replay
Year 6	Happy	Classroom Jazz 2	New Year Carol	You've got a friend	Music and me	Reflect, Rewind and Replay

MUSIC: Year 1 Key Performance Indicators		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<p>-Can they accompany a chant song by clapping the rhythm?</p> <p>-Can they take part in singing showing awareness of melody?</p> <p>-Can they sing a melody accurately at their own pitch?</p> <p>-Can they make and control long and short sounds (duration) in different ways including hitting, blowing and shaking?</p> <p>-Can they imitate changes in pitch– high and low?</p> <p>-Can they create long and short sounds using classroom instruments?</p> <p>-Can they create a simple rhythm by clapping or using percussion, playing untuned instruments with control?</p> <p>-Can they play instruments in different ways?</p> <p style="text-align: center;">Greater Depth</p> <p>- Can they sing with a sense of awareness of pulse and control of rhythm?</p> <p>-Can they perform long and short sounds in response to symbols?</p> <p>-Can they create a simple rhythm by clapping or using percussion, playing instruments in different ways?</p>	<p>-Can they carefully choose sounds to achieve an effect (including use of ICT)?</p> <p>-Can they order sounds to create an effect (structure- beginnings/endings)?</p> <p>-Can they create short musical patterns?</p> <p>-Can they create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping?</p> <p>-Can they use pitch changes to communicate an idea?</p> <p>-Can they start to compose with two or three notes?</p> <p>-Can they make sounds with a slight difference, with help?</p> <p style="text-align: center;">Greater Depth</p> <p>- Can they make different sounds that give a message?</p>	<p>-Can they listen for different types of sounds?</p> <p>-Do they know how sounds are made and changed?</p> <p>-Can they identify texture– one sound or several sounds?</p> <p>-Can they identify sounds that represent different things (ideas, thoughts, feelings, moods etc.)?</p> <p>-Can they identify and name classroom instruments?</p> <p>-Can they say what they like or dislike about a piece of music?</p> <p>-Can they listen to a piece of music, describing if it is fast or slow, happy or sad?</p> <p>-Can they listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march?</p> <p style="text-align: center;">Greater Depth</p> <p>- Can they identify the pulse and join in getting faster and slower together?</p> <p>-Can they identify how different sounds give a message?</p>

MUSIC: Year 2 Key Performance Indicators		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<p>-Can they sing songs in ensemble following the tune (melody) well.</p> <p>-Can they use voice to good effect, understanding the importance of warming up first?</p> <p>-Can they recognise phrase length and know when to breathe.</p> <p>-Can they carefully choose instruments to combine layers of sound, showing awareness of the combined effect</p> <p>-Starting to look at basic formal notation, can they play by ear first?</p> <p>-Can they play and sing a notated phrase?</p> <p>-Can they make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration)?</p> <p>-Can they create/ improvise repeated patterns (ostinati) with a range of instruments to create sound effects?</p> <p style="text-align: center;">Greater Depth</p> <p>- Can they follow pitch movements with their hands and use high low and middle voices?</p> <p>-Can they play and sing a phrase from dot notation?</p> <p>-Can they identify different groups of instruments?</p>	<p>-Can they compose and perform melodies using two or three notes?</p> <p>-Can they use sound to create abstract effects (including using ICT)?</p> <p>-Can they effectively choose, order, combine and control sounds (texture/ structure)?</p> <p>-Can they use changes in dynamics, timbre and pitch to organise music?</p> <p>-Can they change sounds to suit a situation?</p> <p>-Can they make own sounds and symbols to make and record music?</p> <p>-Can they create and choose sounds in response to a given stimulus?</p> <p style="text-align: center;">Greater Depth</p> <p>- Can they change sounds to reflect different stimuli?</p>	<p>-Can they listen for different types of sounds?</p> <p>-Do they know how sounds are made and changed?</p> <p>-Can they identify texture– one sound or several sounds?</p> <p>-Can they identify sounds that represent different things (ideas, thoughts, feelings, moods etc.)?</p> <p>-Can they identify and name classroom instruments?</p> <p>-Can they say what they like or dislike about a piece of music?</p> <p>-Can they listen to a piece of music, describing if it is fast or slow, happy or sad?</p> <p>-Can they listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march?</p> <p style="text-align: center;">Greater Depth</p> <p>- Can they accompany a chant or song by clapping the pulse?</p> <p>-Can they identify how sounds change to reflect different stimuli?</p>

MUSIC: Year 3 Key Performance Indicators		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<p>-Can they sing songs from memory with accurate pitch and in tune?</p> <p>-Do they show control in voice and pronounce the words in a song clearly (dictation)?</p> <p>-Can they sing songs confidently both solo and in groups?</p> <p>-Can they play notes on instrument clearly and including steps/ leaps and pitch?</p> <p>-Can they perform own part with increased control or accuracy when singing or playing both tuned and untuned percussion?</p> <p>-Do they know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)?</p> <p>-Can they play with a sound-then-symbol approach?</p> <p>-Can they use silence for effect and know symbol for a rest (duration)?</p> <p>-Can they improvise (including call and response) within a group using 1 or 2 notes?</p> <p>-Can they create and repeat extended rhythmic patterns, vocally or by clapping?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>- Do they understand how mouth shapes can affect voice sounds?</p> <p>-Can they make their own symbols for notation as part of a class score?</p> <p>-Can they create melodic phrases?</p>	<p>-Can they compose and perform melodies using three or four notes?</p> <p>-Can they make creative use of the way sounds can be changed, organised and controlled (including ICT)?</p> <p>-Can they create accompaniments for tunes using drones or melodic ostinato (riffs)?</p> <p>-Can they create (dotted) rhythmic patterns with awareness of timbre and duration?</p> <p>-Can they use musical dimensions together to compose music?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>- Can they create an accompaniment to a known song?</p>	<p>-Can they internalise the pulse in music?</p> <p>-Do they know the difference between pulse and rhythm?</p> <p>-Can they start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure?</p> <p>-Can they use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece?</p> <p>-Can they recognise changes in the music using word like ‘pitch’ (high/low), ‘timbre’ (sound quality), ‘dynamics’ (loud or soft) and ‘tempo’ (fast or slow)?</p> <p>-Can they describe different purposes of music in history/ other cultures?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>- Can they identify and recall rhythmic and melodic patterns.</p>

MUSIC: Year 4 Key Performance Indicators		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<p>-Can they sing in tune, breathe well, pronounce words, change pitch and dynamics?</p> <p>-Can they sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture)?</p> <p>-Can they perform significant parts from memory and notation, either on a musical instrument or vocally?</p> <p>-Can they read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)?</p> <p>-Can they follow a basic melody line, using standard notation?</p> <p>-Can they improvise within a group using more than 2 notes?</p> <p>-Can they create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>-Can they sing expressively with awareness and control at the expressive elements i.e., timbre, tempo and dynamics?</p> <p>-Can they perform using a notation as a support?</p> <p>-Can they play accompaniments with control and accuracy?</p>	<p>-Can they compose and perform melodies using four or five notes?</p> <p>-Can they use a variety of different musical devices including melody, rhythms and chords?</p> <p>-Can they record own compositions?</p> <p>-Can they create own songs (raps-structure)?</p> <p>-Can they identify where to place emphasis and accents in a song to create effects (duration)?</p> <p>-Can they combine sounds expressively (all dimensions) to create an accompaniment to a known song?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>-Can they create descriptive music in pairs or small groups?</p>	<p>-Do they know how pulse stays the same but rhythm changes in a piece of music?</p> <p>-Can they use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony?</p> <p>-Can they identify orchestral family timbres?</p> <p>-Can they identify cyclic patterns?</p> <p>-Can they recall sounds with increasing aural memory?</p> <p>-Can they describe and compare and then evaluate different kinds of music using appropriate musical vocabulary?</p> <p>-Can they listen to several layers of sound (texture) and talk about the effect on mood and feelings?</p> <p>-Do they know that sense of occasion affects performance?</p> <p>-Can they describe different purposes of music in history/other cultures?</p> <p>-Can they describe how a piece of music makes them feel, and make an attempt to explain why?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>- Can they identify repeated patterns used in a variety of music (ostinato)?</p> <p>-Can they analyse how sounds are used to create different moods?</p>

MUSIC: Year 5 Key Performance Indicators		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<ul style="list-style-type: none"> -Can they show control, phrasing and expression in singing? -Can they hold part in a round (pitch/structure)? -Can they perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune? -Can they maintain own part in a performance with confidence, accuracy and an awareness of what others are playing? -Can they maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)? -Can they perform from simple notation on tuned/untuned instruments? -Can they read/ work out the musical stave (notes as Year 4)? -Can they improvise on their own with increasing aural memory? 	<ul style="list-style-type: none"> -Can they compose and perform melodies using five or more notes? -Do they show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea? -Can they create music reflecting given intentions and record using standard notation? -Can they use ICT to organise musical ideas (where appropriate), combine all musical dimensions? -Can they create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)? -Can they create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure)? 	<ul style="list-style-type: none"> -Do they know how pulse, rhythm and pitch fit together, improvising rhythm patterns? -Can they use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo) -Can they use musical vocabulary to explain some of the reasons why a piece of music might have been composed? -Can they explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects? -Can they describe different purposes of music in history/ other cultures?
Greater Depth		
<ul style="list-style-type: none"> - Can they sing a round two parts and identify the melodic phrases and how they fit together? -Can they sing songs using staff notation? -Can they create different effects using combinations of pitched sounds? 	<ul style="list-style-type: none"> - Can they explore, select and combine a variety of different sounds to compose a soundscape? 	<ul style="list-style-type: none"> - Can they perform an independent part keeping to a steady beat? -Can they identify different melodic patterns? -Do they show an awareness of audience, venue and occasion?

MUSIC: Year 6 Key Performance Indicators		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<p>-Can they sing or play from memory with confidence? -Can they maintain own part in a round/sing a harmony/play accurately with awareness of what others are playing?</p> <p>-Can they sing a round two parts and identify the melodic phrases and how they fit together? -Can they play more complex instrumental parts?</p> <p>-Can they take the lead in a performances and provide suggestions to others? -Can they identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances?</p> <p>-Do they know and use standard musical notation to perform and record own music (adding dotted quavers)?</p> <p>-Can they sing songs using staff notation?</p> <p>-Can they improvise using 5 notes of the pentatonic scale?</p> <p>-Can they improvise using 5 or more notes to compose and perform melodies?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>-Are they beginning to have an awareness of improvisation with the voice?</p> <p>-Can they sing and perform using instruments using staff notations as support?</p> <p>- Can they use ICT to change and manipulate sounds?</p>	<p>-Can they make a sequence of long and short sounds with help (duration)?</p> <p>-Can they clap longer rhythms with help?</p> <p>-Can they make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow– tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre)?</p> <p>-Can they create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)?</p> <p>-Can they use knowledge of musical dimensions to know how to best combine them selecting and combining a variety of different sounds to compose a soundscape?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>- Can they use a range of stimuli and develop musical ideas into a completed composition?</p>	<p>-Do they know how the other dimensions of music are sprinkled through songs and pieces of music? -Can they perform an independent part keeping to a steady beat?</p> <p>-Can they use musical vocabulary confidently to describe music?</p> <p>-Can they work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing?</p> <p>-Can they use increased aural memory to recall sounds accurately?</p> <p>-Can they identify and explore the relationship between sounds and how different meanings can be expressed through sound and music?</p> <p style="text-align: center;"><u>Greater Depth</u></p> <p>- Can they subdivide the pulse while keeping to a steady beat?</p> <p>-Can they recognise and explore different combinations of pitch sounds?</p> <p>-Can they describe how music can be used to create expressive effects and convey emotion?</p> <p>-Can they describe different purposes of music in history/ other cultures?</p>

Links to *Charanga* Teacher Assessments [YR – Y6]

Teachers will use these documents when assessing pupil progress in Music. Through the 'Listening & Appraising', 'Musical Activities' and 'Performing & Sharing' sections of each Unit of Study, *Charanga* provides opportunities for assessment.

[Teacher Assessment Y6](#)

[Teacher Assessment Y5](#)

[Teacher Assessment Y4](#)

[Teacher Assessment Y3](#)

[Teacher Assessment Y2](#)

[Teacher Assessment Y1](#)

[Teacher Assessment YR](#)

[CLASS ASSESSMENT](#)

[LOG- EDITABLE](#)

Lesson Sequences

EYFS

			Study 1	Study 2	Study 3
			<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6 	<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6 	<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6

Y1

Hey You!	Year 1 Nativity Rehearsal	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
<p>L1 - Learn to sing the song 'Hey You!'</p> <p>L2 - Sing and play your instruments 'Hey You!'</p> <p>L3 - Sing and play with the song 'Hey You!'</p> <p>L4 - Sing, play and improvise with the song 'Hey You!'</p> <p>L5 - Sing, play and improvise with the song 'Hey You!'</p>		<p>L1 - Learn to sing the song 'In the Groove.' - Blues</p> <p>L2 - Sing, play instruments 'In the Groove.' - Baroque</p> <p>L3 - Sing, play and improvise with the song 'In the Groove' - Latin</p> <p>L4 - Sing, play, improvise, compose and perform 'In the Groove.' - Bhangra</p>	<p>L1 - Learn to sing 'Round and Round.'</p> <p>L2 - Sing, play instruments 'Round and Round.'</p> <p>L3 - Sing, play and improvise the song 'Round and Round.'</p> <p>L4 - Sing, play and improvise the song 'Round and Round.'</p>		<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6

<p>L6 - Sing, play, and perform with the song 'Hey You!'</p>		<p>L5 - Sing, play, improvise, compose and perform 'In the Groove.' - Folk L6 - Sing, play, improvise, compose and perform 'In the Groove.' - Funk</p>	<p>L5 - Sing, play and improvise the song 'Round and Round.' L6 - Sing, play and improvise the song 'Round and Round.'</p>		
Y2					
Hands, Feet, Heart	Year 2 Nativity Rehearsal	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind, Replay
<p>THEORY: PULSE L1 L&A 'Hands, feet, Heart' Begin to learn the song. Sing the song. L2 L&A 'The Click Song' Continue to learn the song. Learn instrumental parts, playing NOTES: GABC Sing the song & play. L3 L&A 'The Lion Sleeps Tonight' Sing the song and improvise using CD L4 L&A 'Bring Him Back Homes' Sing the song & play parts GBCD COMPOSE with: GFEDC L5 L&A 'You Can Call Me Al' Sing song & prepare end of unit performance. L6 L&A 'Hlokoloza' Singing, playing practice for PERFORMANCE .</p>	<p>THEORY: RHYTHM L1 L&A 'Ho Ho Ho' Begin to learn the song. Sing the song. L2 Continue to learn the song. Learn instrumental parts, playing NOTES: GBCD Sing & play. L3 L&A 'Bring Him Back Home' Sing, play instrumental parts using glockenspiels. NOTES: GBCD L4 L&A 'Suspicious Minds' Sing, & play parts GBCD L5 L&A 'Sir Duke' Prepare end of unit performance. L6 L&A 'Fly Me To The Moon' Singing & playing practice for PERFORMANCE .</p>	<p>THEORY: PITCH L1 L&A 'I Wanna Play in a Band' Begin to learn the song. Sing the song. L2 L&A 'We Will Rock You' Sing and learn instrumental parts. Sing & play. L3 L&A 'Smoke on the Water' Sing, play instrumental parts & improvise using glockenspiels. NOTES: FG L4 L&A 'Rockin' All Over the World.' Sing the song & extended VOCAL improvisation L5 L&A 'Johnny B Goode' COMPOSE with: CA# AGF Prepare end of unit performance. L6 L&A 'I Saw Her Standing There' Singing & playing practice</p>	<p>THEORY: DURATION L1 L&A 'Zootime' Begin to learn the song. Sing the song. L2 L&A 'Kingston Town' Sing 'Zootime'. Learn instrumental parts. Sing & play. L3 L&A 'Shine' Sing the song & improvise using voices or glockenspiels. NOTES: CD L4 L&A 'I.G.Y.' Sing the song & improvise using CD COMPOSE NOTES: CDEFG L5 L&A 'Feel Like Jumping' Sing the song & practise compositions. L6 L&A 'I Can See Clearly Now' Singing & playing practice for PERFORMANCE .</p>	<p>THEORY: Time signatures L1 L&A 'Friendship Song' Begin to learn the song. Sing the song. L2 L&A 'Count On Me Town' Sing 'Friendship Song' Learn instrumental parts. Sing & play. BGAE L3 L&A 'We Go Together' Sing the song, play BGAE & improvise using CD L4 L&A 'You Give A Little Love.' Sing the song & improvise using CD COMPOSE using AGEDC L5 L&A 'That's What Friends Are For' Sing the song & practise compositions. L6 L&A 'You've Got A Friend In Me' Singing & playing practice for PERFORMANCE</p>	<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6

Y3					
Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind, Replay
<p>L1 - Learn to sing 'Let Your Spirit Fly'</p> <p>L2 - Sing, play instruments 'Let Your Spirit Fly'</p> <p>L3 - Sing, play instruments/improvise 'Let Your Spirit Fly'</p> <p>L4 - Sing, play instruments/improvise 'Let Your Spirit Fly'</p> <p>L5 - Sing, improvise and compose with the song 'Let Your Spirit Fly'</p> <p>L6 – THEORY: PULSE PERFORM 'Let Your Spirit Fly'</p>	<p>L1 - Learn to play 'Strictly D'</p> <p>THEORY: Pulse, Time Signatures, Bars, Bar lines</p> <p>L2 - Learn 'Play Your Music' & 'Drive' [Notes D & E]</p> <p>THEORY: DURATION: Minims & Crotchets</p> <p>L3 - Learn 'DeeCee's Blues' & 'What's Up?' [Notes C & D]</p> <p>Improvise</p> <p>THEORY: DURATION Crotchet, Semibreve, RHYTHM</p> <p>L4 - Learn 'DEFinitely' [Notes D E & F]</p> <p>L5 – Play (improvise) 'Roundabout' [CDE]</p> <p>Learn 'March of the Golden Guards' [CDE]</p> <p>Learn 'Portsmouth' [DEF]</p> <p>THEORY: DURATION</p> <p>L6 – COMPOSING 'Bongo Beach' [E]</p> <p>'Gluttonberry' [DE]</p>	<p>L1 - Learn to sing 'Three Little Birds'</p> <p>L2 - Sing, play instruments 'Three Little Birds'</p> <p>L3 - Sing, play instruments/improvise 'Three Little Birds'</p> <p>L4 - Sing, play instruments/improvise Three Little Birds'</p> <p>L5 - Sing, improvise and compose with the song 'Three Little Birds'</p> <p>L6 – THEORY: PULSE PERFORM 'Three Little Birds'</p>	<p>L1 - Learn to sing 'The Dragon Song'</p> <p>L2 L&A 'Birdsong' CHINA Sing, play instruments 'The Dragon Song'</p> <p>L3 L&A 'Vaishnava Jana INDIA</p> <p>Continue to learn to sing 'The Dragon Song'</p> <p>L4 L&A 'Traditional Tune' TURKEY</p> <p>Sing 'The Dragon Song'</p> <p>COMPOSE Music Explorer</p> <p>L5 L&A 'Aitutaki Drum Dance' POLYNESIA</p> <p>Sing 'The Dragon Song'</p> <p>COMPOSE Music Explorer</p> <p>L6 L&A 'Zebaidir' SUDAN</p> <p>THEORY: TEMPO</p> <p>IMPROVISE with 'The Dragon Song' [GAB]</p> <p>PERFORM 'The Dragon Song'</p>	<p>L1 - Learn to sing 'Bringing Us Together'</p> <p>L2 L&A 'Good Times Sing, play glockenspiels 'Bringing Us Together'</p> <p>L3 L&A 'Ain't Nobody' Continue to learn 'Bringing Us Together'</p> <p>play glockenspiels</p> <p>L4 L&A 'We Are Family' Sing, play & improvise with 'Bringing Us Together'</p> <p>L5 L&A 'Ain't No Stoppin' Us Now'</p> <p>Sing 'Bringing Us Together' and Compose using Music Explorer [CDA]</p> <p>L6 L&A 'Car Wash'</p> <p>THEORY: TIME SIGNATURES</p> <p>Compose using Music Explorer. [CDA]</p> <p>PERFORM 'Bringing Us Together'</p>	<p>L1 L&A 'L-homme Armé'</p> <p>Listen Out: 'Ain't No...'</p> <p>Clash Bang – Talvin Singh</p> <p>Percussion Writer</p> <p>THEORY: DURATION</p> <p>'Let Your Spirit Fly'</p> <p>L2 L&A 'Les Tricoteuses'</p> <p>Listen Out: 'Small People'</p> <p>Baiskeli Gwyneth Herbert</p> <p>Percussion Writer</p> <p>THEORY: RHYTHM, CROTCHET</p> <p>'Let Your Spirit Fly'</p> <p>L3 L&A 'The Clock'</p> <p>Listen Out: 'Vaishnava Jana'</p> <p>About the composer: Gwyneth Herbert</p> <p>Rhythm Grids</p> <p>THEORY: PITCH</p> <p>'Three Little Birds'</p> <p>L4 L&A 'Piano Concerto'</p> <p>Listen Out: 'Birdsong'</p> <p>About the song: Baiskeli</p> <p>Percussion Writer</p> <p>THEORY: Time signatures</p> <p>'The Dragon Song'</p> <p>L5 L&A 'Prelude A L'Après-Midi D'Un Faune'</p> <p>Listen Out: 'We Are Family'</p> <p>About the song: Baiskeli</p>

					Rhythm Grids THEORY: DYNAMICS 'The Dragon Song' L6 L&A 'Music for Large & Small Ensembles ' Listen Out: 'Car Wash' KIM & CHRIS video Rhythm Grids 'Bringing Us Together'
Y4					
Wider Opp's	Wider Opp's	Wider Opp's	Wider Opp's	Wider Opp's	Wider Opp's
<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6 	<ul style="list-style-type: none"> ● L1 ● L2 ● L3 ● L4 ● L5 ● L6 	<ul style="list-style-type: none"> L1 L2 L3 L4 L5 L6 	<ul style="list-style-type: none"> L1 L2 L3 L4 L5 L6 	<ul style="list-style-type: none"> L1 L2 L3 L4 L5 L6 	<ul style="list-style-type: none"> L1 L2 L3 L4 L5 L6
Y5					
Living on a Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind, Replay
<p>L1 - Learn to sing 'Living on a Prayer'</p> <p>L2 L&A 'We Will Rock You'</p> <p>Sing, play instruments 'Living on a Prayer'</p> <p>L3 L&A 'Smoke on the Water'</p> <p>Sing, play and improvise with the song 'Living on a Prayer'</p> <p>L4 L&A 'Rockin' All Over the World'</p>	<p>L1 - L&A 'Three Note Bossa'</p> <p>Learn the piece 'Three Note Bossa'</p> <p>L2 – L&A 'Desafinado'</p> <p>Play instruments 'Three Note Bossa'</p> <p>L3 - L&A 'Cotton Tail'</p> <p>PERFORM 'Three Note Bossa'</p> <p>L4 - L&A '5 Note Swing'</p> <p>Learn to play '5 Note Swing'</p>	<p>L1 - Learn to sing 'Make You Feel My Love'</p> <p>L2 - Sing, play instruments 'Make You Feel My Love'</p> <p>L3 - Sing, play and improvise with the song 'Make You Feel My Love'</p> <p>L4 - Sing, play and compose with the song 'Make You Feel My Love'</p>	<p>L1 - Learn to sing 'The Fresh Prince of Bel Air'</p> <p>L2 - Sing, play instruments 'Fresh Prince of Bel Air'</p> <p>L3 - Sing, play and improvise with the song 'Fresh Prince of Bel Air'</p> <p>L4 - Sing, play and compose with the song 'Fresh Prince of Bel Air'</p>	<p>L1 - Learn to sing 'Dancing in the Street'</p> <p>L2 - Sing, play instruments 'Dancing in the Street'</p> <p>L3 - Sing, play and improvise with the song 'Dancing in the Street'</p> <p>L4 - Sing, play and compose with the song 'Dancing in the Street'</p>	<p>L1 - Listen Out; Listen & Appraise Compline;</p> <p>Composers & Composition; Theory: Duration; Compose with <i>Music Explorer</i> orchestral</p> <p>Perform 3 Note Bossa</p> <p>L2 - Listen Out; Listen & Appraise Purcell;</p> <p>Composers & Composition; Theory: Tempo/Staves & clefs;</p> <p>Compose with <i>Music</i></p>

<p>Sing, play and improvise with the song 'Living on a Prayer' L5 L&A 'Johnny B Goode' Sing, play and compose with the song 'Living on a Prayer' L6 L&A 'I Saw Her Standing There' THEORY: RHYTHM PERFORM 'Living on a Prayer'</p>	<p>L5 - L&A 'Perdido' Learn to play '5 Note Swing' L6 - THEORY: PITCH L&A 'Things Ain't What They Used to Be' PERFORM '5 Note Swing'</p>	<p>L5 - Sing, play and compose with the song 'Make You Feel My Love' L6 - THEORY: DURATION PERFORM the song 'Make You Feel My Love'</p>	<p>L5 - Sing, play and compose with the song 'Fresh Prince of Bel Air' L6 - THEORY: STAVES & CLEFS PERFORM 'Fresh Prince of Bel Air'</p>	<p>L5 - Sing, play and compose with the song 'Dancing in the Street' L6 - THEORY: TIME SIGNATURES PERFORM 'Dancing in the Street'</p>	<p><i>Explorer jazz - big band</i> Perform 5 Note Swing L3 - Listen Out; Listen & Appraise <i>Beethoven</i>; Composers & Composition; Theory: Timbre; Compose with <i>Music Explorer free choice</i> Perform Dancing in the Street L4 - Listen Out; Listen & Appraise <i>Chopin + Manin Neighba</i>; Composers & Composition; Theory: Time signatures; Compose with <i>Music Explorer own piece for glock or recorder</i>; Perform: L5 - Listen Out; Listen & Appraise <i>Clapping Music</i>; Composers & Composition; Theory: Dynamics/Expression p f; Compose with <i>Music Explorer own piece for glock or recorder</i> Perform: L6 - Listen Out; Listen & Appraise</p>
Y6					
Happy	Classroom Jazz 2	New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind, Replay
<p>L1 L&A 'Happy' Learn to sing 'Happy' L2 L&A 'Top of the World'</p>	<p>L1 L&A 'Bacharach Anorak' Learn to play 'Bacharach Anorak' tune & middle 8</p>		•	•	•

<p>Sing, play instruments ‘Living on a Prayer’</p> <p>L3 L&A ‘Don’t Worry Be Happy’</p> <p>Sing, play and improvise with the song ‘Living on a Prayer’</p> <p>L4 L&A ‘Walking On Sunshine’</p> <p>Sing, play and improvise with the song ‘Happy’</p> <p>L5 L&A ‘When You’re Smiling’</p> <p>Sing, play and compose with the song ‘Happy’</p> <p>L6 L&A ‘Love Will Save The Day’</p> <p>THEORY: RHYTHM PERFORM ‘Happy’</p>	<p>L2 L&A ‘Speaking My Peace’ Learn to play ‘Bacharach Anorak’ AND improvise.</p> <p>L3 L&A ‘Take The A Train’ Learn to play ‘Bacharach Anorak’ tune & middle 8</p> <p>L4 L&A ‘Meet The Blues’ Compose with the song ‘Meet The Blues’</p> <p>Learn to play ‘Meet The Blues’</p> <p>Perform ‘Meet The Blues’</p> <p>L5 L&A ‘Back O’ Town Blues’ L&A ‘Meet The Blues’</p> <p>Compose & improvise with the song ‘Meet The Blues’</p> <p>L6 L&A ‘One O’Clock Jump’ Compose, learn to play & improvise with the ‘Meet The Blues’</p>				
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Overview of Learning Objectives for progression.

EYFS – Curriculum Being Imaginative – SUMMARY for PROGRESSION						
This is Me!	My Stories Autumn	Everyone! Winter	Our World New Life/Transport	Big Bear Funk Farm Life/ Seaside	Reflect, Rewind & Replay	
Children will sing and perform nursery rhymes. Children will learn and perform Autumn poems from the Poetry Basket.	Children will experiment with different instruments and their sounds.	Children will create narratives based around stories.	Children will move in time to the music.	Children will play an instrument following a musical pattern.	Children will play an instrument following a musical pattern.	
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.						
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC	
Sing in a group or on their own, increasingly matching the pitch and following the melody.	Not applicable	Watch and talk about dance and performance art, expressing their feelings and responses.	Not applicable	Listen attentively, move to and talk about music, expressing their feelings and responses.	Not applicable	

Year 1- OVERVIEW SUMMARY for PROGRESSION					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC
<p>Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience.</p>	<ul style="list-style-type: none"> • Play instruments showing an awareness of others. • Repeat and investigate simple beats and rhythms. • Learn to play sounds linking with symbols. • Understand how to play an instrument with care and attention. 	<ul style="list-style-type: none"> • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). • Reflect on music and say how it makes people feel, act and move. • Respond to different composers and discuss different genres of music. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds with help, including clapping longer rhythms. • Investigate making sounds that are very different (loud and quiet, high and low etc.). • Explore own ideas and change as desired. 	<ul style="list-style-type: none"> • N/A

Year 2 - OVERVIEW SUMMARY for PROGRESSION					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC
<p>Sing with a sense of the shape of a melody. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.</p>	<ul style="list-style-type: none"> • Perform simple patterns and accompaniments keeping to a steady pulse. • Recognise and explore how sounds can be organised. • Respond to starting points that have been given • Understand how to control playing a musical instrument so that they sound, as they should. 	<ul style="list-style-type: none"> • Notice how music can be used to create different moods and effects and to communicate ideas. • Listen and understand how to improve own composition. • Sort composers in to different genres and instruments in to different types. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Choose carefully and order sounds in a beginning, middle and end. • Use sounds to achieve an effect. (including use of ICT) • Create short musical patterns. • Investigate long and short sounds • Explore changes in pitch to communicate an idea. 	<ul style="list-style-type: none"> • N/A

Year 3 - OVERVIEW SUMMARY for PROGRESSION					
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC
<ul style="list-style-type: none"> • Sing in tune. • Perform simple melodic and rhythmic parts. • Improvise repeated patterns. • Beginning to understand the importance of pronouncing the words in a song well. • Start to show control in voice. • Perform with confidence. 	<ul style="list-style-type: none"> • To compose music that combines musical elements. • Carefully choose sounds to achieve an effect. • Order my sounds to help create an effect. • Create short musical patterns with long and short sequences and rhythmic phrases. 	<ul style="list-style-type: none"> • To notice and explore the way sounds can be combined and used expressively. • Listen to different types of composers and musicians. 	N/A	<ul style="list-style-type: none"> • Begin to recognise and identify instruments being played. • Comment on likes and dislikes. • Recognise how musical elements can be used together to compose music. 	<ul style="list-style-type: none"> • Describe the different purposes of music throughout history and in other cultures. • Understand that the sense of occasion affects the performance.

Year 4 - OVERVIEW SUMMARY for PROGRESSION

CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC
<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p>	<ul style="list-style-type: none"> ● Compose music that combines several layers of sound. ● Awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). ● Use sound to create abstract effects. ● Recognise and create repeated patterns with a range of instruments. ● Create accompaniments for tunes. ● Carefully choose order, combine and control sounds with awareness of their combined effect. 	<p>To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect.</p>	<ul style="list-style-type: none"> ● Learn to read music during recorder lessons. ● Use Staff and musical notation when composing work. ● Know how many beats in a minim, crotchet and semibreve and I recognise their symbols. ● Know the symbol for a rest in music, and use silence for effect in my music 	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p>	<ul style="list-style-type: none"> ● Understand that the sense of occasion affects the performance. ● Combine sounds expressively

Year 5 - OVERVIEW SUMMARY for PROGRESSION

CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC
<p>Create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round. Perform songs in a way that reflects their meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g.,</p>	<ul style="list-style-type: none"> ● Use the venue and sense of occasion to create performances that are well appreciated by the audience. ● Compose by developing ideas within musical structures. ● Improvise melodic and rhythmic phases as part of a group performance. ● Improvise within a group. 	<ul style="list-style-type: none"> ● Notice and explore the relationship between sounds. ● Notice and explore how music reflects different intentions. 	<ul style="list-style-type: none"> ● Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play. ● Read the musical stave and can work out the notes, EGBDF and FACE. ● Draw a treble clef at the correct position on the stave. 	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<ul style="list-style-type: none"> ● Understand the different cultural meanings and purposes of music, including contemporary culture. ● Use different venues and occasions to vary my performances.

glockenspiel, bass drum or cymbal).

Year 6 - OVERVIEW SUMMARY for PROGRESSION

CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	CREATING AND DEVELOPING MUSICAL IDEAS (IMPROVISING AND COMPOSING)	RESPONDING AND REVIEWING (APPRAISING)	USE AND UNDERSTAND STAFF AND OTHER MUSICAL NOTATION	LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	DEVELOP AN UNDERSTANDING OF THE HISTORY OF MUSIC
<p>Perform significant parts from memory and from notations with awareness of my own contribution. Refine and improve my own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p>	<ul style="list-style-type: none"> •Improvise melodic and rhythmic material within given structures. •Show thoughtfulness in selecting sounds and structures to convey an idea. •Create my own musical patterns. •Use a variety of different musical devices including melody, rhythms, and chords. 	<p>Notice, comment on and compare the use of musical devises. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.</p>	<ul style="list-style-type: none"> • Use of a variety of notation when performing and composing. • Compose music for different occasions appropriate musical devises. • Quickly read notes and know how many beats they represent. • Use a range of words to help describe music. (e.g., pitch, duration, dynamics, tempo, timbre, texture, and silence. • Describe music using musical words and use this to identify strengths and 	<p>Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>	<ul style="list-style-type: none"> • Notice and explore how music reflects time, place and culture. • Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural • Use different venues and occasions to vary my performances.

weaknesses in
music.

Curriculum Progression through *Charanga*

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PROGRESSION – Playing Instruments & Using Notation

KS1: MUSICAL PROGRESSION – Playing Instruments & Using Notation

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Title	Key	Easy note range	Medium note range	Melody note range	Each note values	Medium note values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Autumn 2	Rhythm in the Way we Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Spring 2	Round and Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	N/A			
	Summer 1	Your Imagination	C	G	C, E, G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and / or clap and sing			C,D	C,D,E	C,D,E,G,A	

	Summe r 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
2	Autumn 1	Hands, Feet, Heart	C	G,A, C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	N/A	N/A			N/A		
	Spring 1	I Wanna Play in a Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C, D	F,G	F,G,A	F,G,A,C, D
	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Summe r 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A, B	Crotchet, dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers and Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G, A
	Summe r 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Lower KS2: MUSICAL PROGRESSION – Playing Instruments & Using Notation

Ye ar	Term	Title	Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
			Ke y	Easy note range	Medium note range	Melo dy not range	Each note values	Medium not values	Melody note values	Easy	Mediu m	More Difficult	Easy	Mediu m	More Difficult
3	Autum n 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B, C	N/A	Semibreves and rests	Minims and rests	N/A	Not Applicable			Not Applicable		
	Autum n 2	Glockenspeil 1	Multiple Songs	C,D,E, F	C,D,E,F	C,D,E, F	Crotchets minims and rests	N/A	N/A	C,D	C,D	N/A	C,D,E,F	C,D,E,F	N/A
	Spring 1	Three Little Birds	G	G	B,C	G,A,B ,C,D,E ,	Crotchets and rest	Crotchets and rest	Quavers, crotchets, minims and rests	G,A	G,A,B	G,A,B,D ,E	G,A	G,A,B	G,A,B, D,E
	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D ,E,F,G	Crotchets and minims	Crotchets and minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G, A,B
	Summ er 1	Bringing Us Together	C	C	G,A,C	G,A, C	Minims and minim rests	Minims, crotchet rests and quavers	Crotchets and rests, quavers,	C	C sometimes A	C and A	C,A	C,A,G	C,D,E, G,A

										dotted quavers.						
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Crotchets and quavers	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E	
	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rest	Crotchets, minims and rests	Quavers, crotchets, minims, semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E	
	Spring 1	Stop	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition			
	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, crotchets, dotted crotchets and minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted minims, minims, semibreves	Crotchets, semibreves and minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A	
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

Upper KS2: MUSICAL PROGRESSION – Playing Instruments & Using Notation

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody note range	Each note values	Medium note values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
5	Autumn 1	Livin On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	minims	Crotchets and minims	Quavers, crotchets, dotted crotchets and quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F#	G,A,B or D,E,F#
	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	N/A		
	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotches, minims, and semibreves	Quavers and crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D

	Spring 2	Fresh Prince Of Bel-Air	A minor	D,A	A,G	C,D,E ,F,G, A	Minims	Quavers, crotchets	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G, A	D,E	D,E,F	D,E,F,G ,A
	Summer 1	Dancin' In The Street	F Major	F	F, G	D,F,G ,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A, C,D
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
6	Autumn 1	Happy	C Major	G,A	B, A, G	E,D,C ,B,A, G,E	Minims and rests	, Minims, Semibreves and rests	Quavers, dotted crotchets, minims, semibreves and rests	A	A,G	A,G,B	A,G	A, G,B	C,E,G,A, B
	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F ,G,A,B, C	C,D,E,F, G,A,B,C	C,D,E ,F,G, A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F, G	C,D,E,F, G,A,B,C	N/A		
			C Blues	C, Bb,G	C,Bb,G,F	C,Bb, D,F,C	N/A			C,Bb, G	C,Bb,G, F	C,Bb,G, F,C	N/A		
	Spring 1	New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and minims	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G, A
	Spring 2	You've Got a Friend	C	G,A, B	C,D,E	C,D,E ,F,G, A,B	Minims and rests	Crotchets, quavers, minims, dotted notes and rests	Quavers, dotted crotchets, minims, dotted minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C, D
	Summer 1	Music and Me!	Own compositional choice						Own compositional choice						
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			