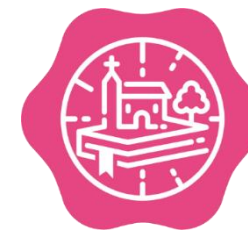


LIFTON COMMUNITY Academy: MUSIC CURRICULUM

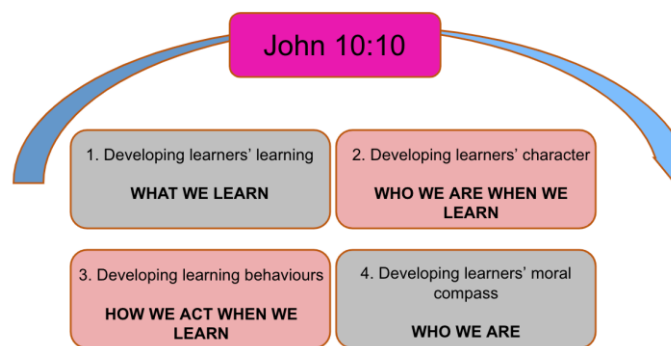


Our curriculum is the beating heart of our school and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Within our Christian vision ‘together we grow, together we flourish’ our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.

next stage of



Developing learners' learning

WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learners' character

WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learning behaviours

HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners' moral compass

WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

periods, genres, styles, traditions and cultures. Our children will foster their musical talents with opportunities to learn musical instruments, develop their understanding of musical language, improve their singing voices and create music on their own and with others. This will enable our children to grow in self-confidence, express their creativity as well as experiencing a sense of achievement.

Music Progression and Skills

Resources and additional teaching ideas have and can be taken and adapted from:

- Charanga Musical School - <https://www.musiceducationhub.org/>
Username:169833
Password: takw7hhpxh
- Sing Up! - <https://www.singup.org/music/sing-up-music-curriculum/sing-up-music>
Username: dartington@lapsw.org
Password: D4rt1ngt0n3107!
- Classroom 200 - <https://www.classroom200.org/>
Username: Dartington
Password: Music@dart1
- Out of the Ark, Words on Screen - <https://www.outoftheark.co.uk/>
Username: rlavender@lapsw.org
Password: Warberry123!
- Chrome Music Lab - <https://musiclab.chromeexperiments.com/>
- Minute of Listening - <https://www.minuteoflistening.org/>

Overview of substantive knowledge content

| Year A: Lifton | EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
|-----------------|---|--|--|---|
| Autumn 1 | Sing Up! - Let's be friends Harvest Service | Charanga: Model Music Curriculum - Introducing Beat Harvest Service | Charanga - Mamma Mia (glockenspiels or recorders) Harvest Service | Charanga - Livin' on a prayer (glockenspiel or recorders) Harvest Service |
| Autumn 2 | Sing Up! - I've got a grumpy face Christmas Nativity | Charanga: Model Music Curriculum - Adding Rhythm and Pitch (glockenspiels) Christmas Nativity | Sing Up! - 'March' from the Nutcracker Sing Up! - From a Railway carriage Christmas Carols | Sing Up! - Keep the home fires burning Christmas Carols |
| Spring 1 | Sing Up! - Birdspotting: Cuckoo Polka including 'The people who help us song' | Sing Up – The King Is in The Castle | Charanga: Model Music Curriculum - Enjoying Improvisation | Charanga - The Fresh Prince of Bel Air (glockenspiel or recorders) |
| Spring 2 | Sing Up! - Travel and movement Easter Service | Sing Up! - Colonel Hathi's march Sing Up – Magical Musical Aquarium Easter Service | Charanga – Blackbird (glockenspiels or recorders) Easter Service | Charanga: Model Music Curriculum - Gaining Confidence Through Performance Easter Service |
| Summer 1 | Sing Up! - I've got feelings | Charanga - Your Imagination (glockenspiels) | Charanga - Lean on me (glockenspiels or recorders) | Sing Up! - Introduction to songwriting Sing Up! - Building a groove |
| Summer 2 | Sing Up! - Five fine bumble bees | Charanga: Model Music Curriculum - Explore sound and create a Story (glockenspiels) | Instrumental Study – Charanga - Ukulele course – Follow suggested pathway | Charanga - Make you feel my love (glockenspiel or recorders) Year 6 production |
| Year B: Lifton | EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
| Autumn 1 | Sing Up! - Let's be friends Harvest Service | Charanga - Hands, Feet, Heart Harvest Service | Charanga - Let your spirit fly Harvest Service | Charanga - Happy Harvest Service |
| Autumn 2 | Sing Up! - I've got a grumpy face Christmas Nativity | Charanga: Focus on Dynamics and Tempo Christmas Nativity | Charanga – Three Little Birds Christmas Carols | Instrumental Study – Ultimate Ukulele Powerpoint Part 1 Christmas Carol Service |
| Spring 1 | Sing Up! - Birdspotting: Cuckoo Polka including 'The people who help us song' | Sing Up! - Minibeasts | Instrumental Study - Recorder Sing Up – Monster, Monster Lessons 1-6 | Sing up – Touch the Sky |
| Spring 2 | Sing Up! - Travel and movement | Sing Up! - Carnival of the animals Sing Up – Composing music inspired by birdsong | Instrumental Study - Recorder Sing Up – Monster, Monster Lessons 7-12 | Instrumental Study – Ultimate Ukulele Powerpoint Part 2 Easter Service |

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| | | Easter Service | Easter Service | |
| Summer 1 | Sing Up! - I've got feelings | Charanga: Model Music Curriculum - Exploring Improvisation (glockenspiels) | Sing Up! - Global pentatonics Sing Up! - Composing with Colour | Sing Up – Ain't Gonna Let Nobody |
| Summer 2 | Sing Up! - Five fine bumble bees | Sing Up! - Rockpool rock | Sing Up! - The Doot Doot Song | Sing Up! - Nobody knows Year 6 production |
| 'End points' of our own curriculum at Dartington. Before progressing to the following key stage... | <p>Children will be able to play a variety of untuned percussion instruments.</p> <p>Children will develop familiarity with some inter-related dimensions of music (pulse, rhythm, pitch and dynamics).</p> <p>Children will sing and perform a range of songs.</p> | <p>Children will be able to play a variety of notes on a glockenspiel to accompany a song.</p> <p>Children will continue to develop their knowledge of the inter-related dimensions of music (structure, notation, tempo, texture).</p> <p>Children will have begun to improvise their own music.</p> <p>Children will understand the correlation between the instrument and written notations.</p> | <p>Children will have learnt how to play a recorder and can produce several notes.</p> <p>Children will be more confident with playing the glockenspiel.</p> <p>Children will have had an introduction to the ukulele.</p> <p>Children will have been introduced to the concept of notation and have created their own compositions.</p> <p>Children will have an understanding of all the inter-related dimensions of music (dynamics, rhythm, pulse, pitch, structure, tempo, texture and timbre).</p> | <p>Children will be confident with the inter-related dimensions of music.</p> <p>Children will have experienced playing the violin.</p> <p>Children will have greater confidence when playing the ukulele.</p> <p>Children will understand some basic music theory such as staves, duration and the mnemonics to remember notation</p> <p>Children will have experienced composing their own songs and written lyrics for a purpose and effect.</p> |
| Summary | <p>All children in EYFS explore pulse, rhythm, pitch and dynamics using their voices in a variety of one-part songs and with untuned percussion instruments.</p> <p>There are frequent opportunities for the children to perform in our local community. For example, at our local care home and for parents at school events.</p> | <p>All Year 1 and 2 children will develop their learning from EYFS through continuing to expand upon their knowledge of the inter-related dimensions of music through performing music using the 'natural' notes on glockenspiels and their voices. When practising and performing music, the children will have opportunity to improvise and compose to support understanding of the correlation between the glockenspiel and written notation.</p> | <p>All Year 3 and 4 children learn how to interpret and apply some simple single-note notation through playing the glockenspiels and recorders, learning the ukulele and composing their own pieces. They will be more confident in playing instruments, performing and using musical language in lessons.</p> | <p>All children in Year 5 and 6 will have a more in-depth understanding of some basic music theory. Building on from previous years, children will learn to play chord progressions to perform songs using the ukulele and will have autonomy in selecting and using instruments/technology to enhance their compositions using the skills they have learnt.</p> |

Disciplinary/ interdisciplinary knowledge

| | Listening and Appraising | Musical Activities | Creating and Exploring | Performing |
|-------------|---|---|--|---|
| EYFS | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG- Sing a range of well-known nursery rhymes and songs. ELG – Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> |

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| KS1 | Listen with concentration and understanding to a range of high-quality live and recorded music. | Play tuned and untuned instruments musically. | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| KS2 | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> | <p>Develop an understanding of the history of music.</p> <p>Begin to understand staff and other musical notations.</p> | Improvise and compose music for a range of purposes using the inter-related dimensions of music. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |

| Year A | Unit | Key individuals and time periods | Enquiry questions 'Knowledge <u>of</u> music' (Musical understanding) 'Knowledge <u>about</u> music' (Key facts) | Vocabulary |
|--------------------------|---|--|--|--|
| EYFS | | | | |
| A EYFS Autumn 1 | Sing Up! - Let's be friends Harvest Service | | <ol style="list-style-type: none"> 1. Can I clap in time to a chant? 2. Can I mime playing a clarinet? 3. Can I describe the sound of an instrument? 4. What is pulse? 5. Can I explain what a composer is? 6. Can I make up my own sounds using percussion instruments? | Pulse, pitch, instrument, boomwhacker, chime bar, ukulele, high, low, loud, quiet, perform, quiet, shaker, steady beat, tambourine, triangle, tune (melody), voice, conductor. |
| A EYFS Autumn 2 | Sing Up! - I've got a grumpy face Christmas Nativity | Holst Grieg John Williams Tchaikovsky | <ol style="list-style-type: none"> 1. Can I sing a song and tap the pulse? 2. What is pitch? Can I use it when singing the song? 3. Can I sing back an answer? 4. Can I think of an idea for a new verse or an action? 5. Can I say what character the music makes me think of? 6. Can I create different moods using instruments? | |
| A EYFS Spring 1 | Sing Up! - Birdspotting: Cuckoo Polka including 'The people who help us song' | Strauss Vaughan Williams | <ol style="list-style-type: none"> 1. Can I use my voice to copy a bird sound? 2. Can I copy pitch when singing? 3. Can I hear the cuckoo call in a piece of music? 4. Can I keep in time with the pulse of a piece of music? 5. Can I listen to a piece of music and share my ideas? 6. Can I create some artwork in response to music? | |
| A EYFS Spring 2 | Sing Up! - Travel and movement Easter Service | | <ol style="list-style-type: none"> 1. What is rhythm? Can I clap the rhythm of words? 2. Can I take turns in singing my part of a song? 3. Can I sing the pitch of the song? 4. Can I describe a violin and the sound it makes? 5. What is a conductor? 6. Can I play my instrument loudly and quietly? | |
| A EYFS Summer 1 | Sing Up! - I've got feelings | | <ol style="list-style-type: none"> 1. What emotion does the music make me feel? 2. Can I use my body and percussion instruments to create a stormy soundscape? 3. Can I sing the song as part of a group? | |

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| | | | <ol style="list-style-type: none"> 4. What ideas can I think of to re-write the song's verses? 5. Can I describe what comes into my head when listening to a piece of music? 6. Can I move in response to a piece of music? | |
| A EYFS Summer 2 | Sing Up! - Five fine bumble bees | | <ol style="list-style-type: none"> 1. Can I use my voice to make a sound that changes pitch? 2. Can I join in a call and response song? 3. What is tempo? Can I hear it change in the song? 4. Can I choose a percussion instrument to play along with the buzzing part of the song? 5. Can I use my voice and body to make the sounds of minibeasts? 6. Can I sing the song Five Fine Bumble Bees using a quiet and then louder voice? | |
| Year 1/2 | | | | |
| A Yr 1/2 Autumn 1 | Charanga: Model Music Curriculum - Introducing Beat Harvest Service | | <ol style="list-style-type: none"> 1. Can I find and keep a steady beat? 2. What is the chorus of a song? Can I sing the chorus? 3. Can I perform the actions in time to a rap? 4. Can I play notes C/D with the song on a glockenspiel? 5. L&A - What is tempo? Is this music slow or fast? 6. Can I improvise on the glockenspiel? | All previous vocab used including: recorder, pulse, rhythm, pitch, dynamics, keyboard, bass, guitar, percussion, trumpets, saxophone, improvise, compose, perform, audience, beat, beater, cymbal, drum, beat, beater, cymbal, drum, listen, loud, perform, quiet, shaker, steady, tambourine, triangle. |
| A Yr 1/2 Autumn 2 | Charanga: Model Music Curriculum - Adding Rhythm and Pitch (glockenspiels) Christmas Nativity | | <ol style="list-style-type: none"> 1. Can I move my body to the beat of the music? 2. Can I explain what an orchestra is? Can I name some instruments that might be in an orchestra? 3. What is a graphic score? 4. Can I play the glockenspiel along with the song using 2 or 3 notes? 5. Can I copy back pitch? 6. Can I improvise using 3 notes on the glockenspiel and play to the group? | |
| A Yr 1/2 Spring 1 | Sing Up – The King is in the castle | Prokofiev Handel Tchaikovsky | <ol style="list-style-type: none"> 1. Can I change my voice to suit different characters? 2. Can I say what instruments I can hear? 3. Can I play rhythms on an instrument? | |

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| | | | <ol style="list-style-type: none"> 4. Can I match instrument sounds to different animals? (Timbre) 5. Can I show different dynamics when playing an instrument? 6. Can I take part in creating a scene with singing, playing and acting? | |
| A Yr 1/2 Spring 2 | Sing Up! - Colonel Hathi's march & Sing Up – Magical Musical Aquarium Easter Service | March Music Tchaikovsky Colonel Hathi's March (Richard M. Sherman) | <ol style="list-style-type: none"> 1. What is a march? Can I march in time? 2. Can I play an instrument and march at the same time? 3. Can I help create a soldier dance to music? 4. Can I use symbols to write down my composition? 5. Can I use my symbol drawings to remember how to play my composition? 6. Can I play a chime bar along with the music? | |
| A Yr 1/2 Summer 1 | Charanga - Your Imagination | Musicals The Monkees | <ol style="list-style-type: none"> 1. Can I say what I like about a song? 2. Can I spot the verses and chorus of the song? (Structure) 3. Can I sing my part of the song with the right timing? 4. Can I play the notes G/E/C on the glockenspiel along with the music? 5. Can I take it in turns to improvise? 6. Can I perform the song with my group, singing and/or playing glockenspiel? | |
| A Yr 1/2 Summer 2 | Charanga: Model Music Curriculum - Explore sound and create a Story (glockenspiels) | | <ol style="list-style-type: none"> 1. Can I clap the rhythm to words? 2. Can I explain how music can be smooth or spiky? 3. Can I improvise some rhythm patterns to music? 4. Can I play along with the song using 2 or 4 notes? 5. Can I remember any rhythms I have heard in a song? 6. Can I help create or play back a class composition? | |
| Year 3/4 | | | | |
| A Yr 3/4 Autumn 1 | Charanga - Mamma Mia (glockenspiels or recorders) Harvest Service | 70's Pop Abba | <ol style="list-style-type: none"> 1. Who are Abba? 2. What is a 'bridge' in a song? Can I sing the bridge? 3. What is similar about Abba songs? 4. What is a 'riff'? Can I improvise my own riffs? | All previous vocab used including: introduction, verse, |

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| | | | <ol style="list-style-type: none"> 5. Can I compose a piece of music using the notes G/A/B 6. Can I sing and/or play my instrument in a group performance of the song? | <p>chorus, reggae, keyboard, electric guitar, unison, by ear, backing vocal, piano, organ, hook, riff, solo.</p> |
| <p>A Yr 3/4 Autumn 2</p> | <p>Sing Up! - 'March' from the Nutcracker Sing Up! - From A Railway Carriage</p> <p>Christmas Carols</p> | <p>Tchaikovsky</p> | <ol style="list-style-type: none"> 1. Can I respond to music with movement and art? 2. Can I work with a partner to create movement to music? 3. Do I understand what rondo form is? 4. Can I explore dynamics, tempo and timbre to create ideas for a piece of music? 5. Can I create sounds in response to a poem and painting? 6. Can I help create a group rhythm rap? | |
| <p>A Yr 3/4 Spring 1</p> | <p>Charanga: Model Music Curriculum - Enjoying Improvisation</p> | <p>Disco Jazz Film Music Folk</p> | <ol style="list-style-type: none"> 1. Can I explain 2/4 time signature? 2. Can I use 5 notes to improvise with a fast tempo disco music? 3. Can I copy back patterns using minims, crotchets and quavers? 4. Can I improvise with jazz music? 5. Can I play my instrument along with a folk song? 6. Can I sing back riffs in the correct pitch? | |
| <p>A Yr 3/4 Spring 2</p> | <p>Charanga – Blackbird (glockenspiels or recorders)</p> <p>Easter Service</p> | <p>The Beatles 1960s</p> | <ol style="list-style-type: none"> 1. Who were the Beatles? 2. Can I explain the structure of the song? 3. Can I learn my instrument part? 4. Can I improvise with the song Blackbird? 5. Can I compose using crotchets, minims and semibreves? 6. Can I perform with the class, singing and playing? | |
| <p>A Yr 3/4 Summer 1</p> | <p>Charanga - Lean on me (glockenspiels or recorders)</p> | <p>Bill Withers Elvis Presley Soul/Gospel Beyonce Mary Mary Beethoven ACM Gospel Choir</p> | <ol style="list-style-type: none"> 1. Can I say what gospel music is? 2. Can I learn to sing the different sections of the song? 3. Can I play my instrument along with the song? 4. Can I take it in turns to improvise? 5. Can I listen and appraise the piece of music, and describe the texture? 6. Can I take part in the group performance of the song? | |

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| A Yr 3/4 Summer 2 | Instrumental Study – Charanga – Instruments - Ukulele course – <u>Follow suggested pathway</u> | | <ol style="list-style-type: none"> 1. Can I hold a ukulele correctly? 2. Can I pluck the strings and name them? 3. Can I strum? 4. Can I play Chord C and learn F? 5. Can I play using 2 chords? 6. Can I play G7? | |
| Year 5/6 | | | | |
| A Yr 5/6 Autumn 1 | Charanga - Livin' on a prayer (glockenspiel or recorders) Harvest Service | Bon Jovi Queen Deep Purple Status Quo Chuck Berry The Beatles | <ol style="list-style-type: none"> 1. Can I explain the song's structure? 2. Can I explain how I can recognise rock music? 3. Can I improvise with a 'rock style' singing voice? (extended impro) 4. Can I improvise with my instrument? 5. Can I play back my composition? 6. Can I perform the song with control? | All previous vocab used including: violin, soul, groove, bass line, backbeat, brass section, harmony, neo soul, producer, groove, Motown, civil rights, gender equality, style indicators, cover, ukulele, chord, strings, body (ukulele), fret board, fret space, fret, bridge, tuners, sound hole, headstock. |
| A Yr 5/6 Autumn 2 | Sing Up! - Keep the home fires burning Christmas Carols | Henry Mancini Tchaikovsky The Last Post Pachelbel Vaughan Williams | <ol style="list-style-type: none"> 1. Can I move to and recognise note durations? 2. Can I compare musical pieces? 3. Can I sing with expression and feeling? 4. Can I compose a fanfare? 5. Can I recognise notes on a stave? 6. Can I put together the elements for a performance? | |
| A Yr 5/6 Spring 1 | Charanga - The Fresh Prince of Bel Air (glockenspiel or recorders) | Hip Hop Rap Will Smith De La Soul Fugees The Sugarhill gang MC Hammer Run DMC 1980s | <ol style="list-style-type: none"> 1. Can I answer questions about the song using correct musical language? 2. Can I sing the song in the correct style? (Hip Hop/rap) 3. Can I play my instrument along with the song? 4. Can I improvise with my voice? (Ext Improv) 5. Can I create a composition to the music? 6. Can I sing and play instrumental parts in the song? | |
| A Yr 5/6 | Charanga: Model Music Curriculum - Gaining | Disco Classical | <ol style="list-style-type: none"> 1. Can I respond to questions about the structure/Style/ of song? | |

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| Spring 2 | Confidence Through Performance Easter Service | Rock n Roll Pop | <ol style="list-style-type: none"> Can I create a graphic score and follow it to play in time with the music? Can I learn to sing a song in a different language? Can I improvise on my instrument with rhythm? Can I play up to four differentiated parts on a tuned instrument? Can I sing with confidence? | |
| A Yr 5/6 Summer 1 | Sing Up! - Introduction to songwriting Sing Up! - Building a groove | Oasis Beyonce Chic Bronski Beat | <ol style="list-style-type: none"> Can I analyse song structure and identify the hooks and riffs? Can I create my own hooks? Can I develop my hook into a chorus or verse? Can I create a drum pattern as part of a group? What is a bassline? Can I create a bassline? Can I create a riff-based melody? | |
| A Yr 5/6 Summer 2 | Charanga - Make you feel my love Year 6 production | Adele Bob Dylan Luther Vandross Lionel Richie Tony Bennett Elvis Presley | <ol style="list-style-type: none"> Can I use musical language to discuss the song? Can I play along with recorder and/or glockenspiel? Can I take part in vocal and instrumental improvisation? Can I create a composition and play it with correct timing? Can I sing the song with correct posture and breath control? Can I perform the song with expression and feeling? | |

| Year B | Unit | Key individuals and time periods | Enquiry questions ‘Knowledge <u>of</u> music’ (Musical understanding) ‘Knowledge <u>about</u> music’ (Key facts) | Vocabulary |
|-----------------------|--|---|---|---|
| EYFS | | | | |
| B EYFS Autumn 1 | Sing Up! - Let’s be friends Harvest Service | | <ol style="list-style-type: none"> Can I clap in time to a chant? Can I mime playing a clarinet? Can I describe the sound of an instrument? What is pulse? Can I explain what a composer is? | Pulse, pitch, instrument, boomwhacker, chime bar, ukulele, high, low, loud, |

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|--------------------------------|--|---|--|---|
| | | | <p>6. Can I make up my own sounds using percussion instruments?</p> | <p>quiet, perform, quiet, shaker, steady beat, tambourine, triangle, tune (melody), voice, conductor.</p> |
| <p>B EYFS Autumn 2</p> | <p>Sing Up! - I've got a grumpy face Christmas Nativity</p> | <p>Holst Grieg John Williams Tchaikovsky</p> | <ol style="list-style-type: none"> 1. Can I sing a song and tap the pulse? 2. What is pitch? Can I use it when singing the song? 3. Can I sing back an answer? 4. Can I think of an idea for a new verse or an action? 5. Can I say what character the music makes me think of? 6. Can I create different moods using instruments? | |
| <p>B EYFS Spring 1</p> | <p>Sing Up! - Birdspotting: Cuckoo Polka including 'The people who help us song'</p> | <p>Strauss Vaughan Williams</p> | <ol style="list-style-type: none"> 1. Can I use my voice to copy a bird sound? 2. Can I copy pitch when singing? 3. Can I hear the cuckoo call in a piece of music? 4. Can I keep in time with the pulse of a piece of music? 5. Can I listen to a piece of music and share my ideas? 6. Can I create some artwork in response to music? | |
| <p>B EYFS Spring 2</p> | <p>Sing Up! - Travel and movement Easter Service</p> | | <ol style="list-style-type: none"> 1. What is rhythm? Can I clap the rhythm of words? 2. Can I take turns in singing my part of a song? 3. Can I sing the pitch of the song? 4. Can I describe a violin and the sound it makes? 5. What is a conductor? 6. Can I play my instrument loudly and quietly? | |
| <p>B EYFS Summer 1</p> | <p>Sing Up! - I've got feelings</p> | | <ol style="list-style-type: none"> 1. What emotion does the music make me feel? 2. Can I use my body and percussion instruments to create a stormy soundscape? 3. Can I sing the song as part of a group? 4. What ideas can I think of to re-write the song's verses? 5. Can I describe what comes into my head when listening to a piece of music? 6. Can I move in response to a piece of music? | |
| <p>B EYFS Summer 2</p> | <p>Sing Up! - Five fine bumble bees</p> | | <ol style="list-style-type: none"> 1. Can I use my voice to make a sound that changes pitch? 2. Can I join in a call and response song? 3. What is tempo? Can I hear it change in the song? | |

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|-------------------------|---|--|--|--|
| | | | <ol style="list-style-type: none"> Can I choose a percussion instrument to play along with the buzzing part of the song? Can I use my voice and body to make the sounds of minibeasts? Can I sing the song Five Fine Bumble Bees using a quiet and then louder voice? | |
| Year 1/2 | | | | |
| B Yr 1/2 Autumn 1 | Charanga - Hands, Feet, Heart Harvest Service | South African Music Miriam Makeba The Soweto Gospel Choir Hugh Masekela *Nelson Mandela* Paul Simon Arthur Mofokate | <ol style="list-style-type: none"> Can I explain what a 'hook' is? Can I talk about the style of music are we focussing on? (South African) Can I play along with the song on the glockenspiel using C/A/G? Can I sing my part in a call and response song? Can I improvise with the song using 2 notes? Can I help my class create and/or play a composition? | All previous vocab used including: recorder, pulse, rhythm, pitch, dynamics, keyboard, bass, guitar, percussion, trumpets, saxophone, improvise, compose, perform, audience, beat, beater, cymbal, drum, beat, beater, cymbal, drum, listen, loud, perform, quiet, shaker, steady, tambourine, triangle. |
| B Yr 1/2 Autumn 2 | Charanga: Focus on Dynamics and Tempo & Christmas Nativity | | <ol style="list-style-type: none"> Can I explain what tempo is? Can I help create a graphic score and use it to play an instrument? Can I copy back the rhythm in a song? Can I explain what dynamics is? What is texture in music? Can I improvise on the glockenspiel showing tempo? | |
| B Yr 1/2 Spring 1 | Sing Up! - Minibeasts | Rimsky-Korsakov Vaughan Williams | <ol style="list-style-type: none"> Can I help create a minibeast inspired dance? Can I match pitch in a call and response song? Can I sing the words in a song clearly and in time? Can I play along to our song using tuned percussion? What is timbre? Can I perform the song with confidence? | |
| B Yr 1/2 Spring 2 | Sing Up! - Carnival of the animals | Saint-Saëns | <ol style="list-style-type: none"> Can I say what instrument I hear in a piece of music? Can I make a drawing based on music I have heard? | |

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| | Sing Up – Composing Music inspired by birdsong Easter Service | | <ol style="list-style-type: none"> 3. Can I choose an instrument to suit an animal's character? 4. Can I create a body percussion pattern? 5. Can I follow signals given by a conductor? 6. Can I take part in a class performance using instruments? | |
| B Yr 1/2 Summer 1 | Charanga: Model Music Curriculum - Exploring Improvisation | | <ol style="list-style-type: none"> 1. Can I find the beat of the music? 2. Can I imagine a story when listening to music? 3. Can I play the notes EGA on the glockenspiel 4. Can I improvise my own rhythm on the glockenspiel? 5. Can I clap back a rhythm using long and short sounds? 6. Can I sing the new song? | |
| B Yr 1/2 Summer 2 | Sing Up! - Rockpool rock | 1950s Little Richard Chuck Berry Elvis Presley Big Mama Thornton Bill Haley and The Comets | <ol style="list-style-type: none"> 1. What style of music are we focussing on? (Rock 'n' Roll) What country did it come from first? 2. Can I sing the chorus of the song? 3. Can I invent a rockpool themed dance? 4. Can I play the song introduction on glockenspiel/chime bars? 5. Can I sing all verses of the song? 6. Can I take part in a performance of the song? | |
| Year 3/4 | | | | |
| B Yr 3/4 Autumn 1 | Charanga - Let your spirit fly Harvest Service | R & B Marvin Gaye Barry White | <ol style="list-style-type: none"> 1. Can I explain what I like/dislike about the song? 2. Can I learn the second vocal part of the song? 3. Can I play along with the song using notes C/F/G on the glockenspiel? 4. Can I improvise with the song using a selection of notes on the glockenspiel? 5. Can I create a composition using notes C/D/E? 6. Can I sing and/or play my instrument as part of a group performance? | All previous vocab used including: introduction, verse, chorus, reggae, keyboard, electric guitar, unison, by ear, backing vocal, |

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| <p>B Yr 3/4 Autumn 2</p> | <p>Charanga - Three Little Birds Christmas Carols</p> | <p>Bob Marley Reggae Ziggy Marley Toots and The Maytals</p> | <ol style="list-style-type: none"> 1. Who is Bob Marley? 2. Can I explain how I can recognise reggae music? (e.g. - offbeat) 3. Can I play the easy and/or medium part on the glockenspiel or recorder? 4. Can I improvise with the song? 5. Can I play my own composition? 6. Can I perform the song with the class? | <p>piano, organ, hook, riff, solo.</p> |
| <p>B Yr 3/4 Spring 1</p> | <p>Instrumental Study – Recorder Sing Up – Monster, monster Lessons 1-6</p> <p>NB – Next Year B – Try Enchanted Forest Unit</p> | | <ol style="list-style-type: none"> 1. Can I learn the vocal line of ‘Monsters, Monsters’? 2. Can I hold a recorder correctly and blow gently to make a clear sound? (Include ‘What is a stave?’) 3. Can I play the notes BAG clearly? Where are these notes on the stave?) 4. Can I learn and play the rhythm for a piece on the recorder? 5. Can I play staccato? 6. | |
| <p>B Yr 3/4 Spring 2</p> | <p>Instrumental Study – Recorder Sing Up – Monster, monster Lessons 7-12</p> <p>NB – Next Year B – Try Enchanted Forest Unit</p> <p>Easter Service</p> | | <ol style="list-style-type: none"> 1. Can I remember how to play notes BAG for the victory section? 2. What is duration and can I explore different note values? 3. Can I play slurred notes? 4. Can I explore techniques to create different sounds? 5. Can I practise the parts I have learnt? 6. Can I take part in a class performance of ‘Monster. Monster’? | |
| <p>B Yr 3/4 Summer 1</p> | <p>Sing Up! - Global pentatonics Sing Up! -Composing with Colour</p> | <p>Bobby McFerrin</p> | <ol style="list-style-type: none"> 1. Can I draw the shape of a melody? 2. How many notes are in a pentatonic scale? 3. Can I create a rhythmic pattern on a glockenspiel using notes from the pentatonic scale? 4. Can I explain what timbre is? 5. Can I create a motif inspired by colour? 6. Can I help to create a piece of music for a suite? | |

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| <p>B Yr 3/4 Summer 2</p> | <p>Sing Up! -The Doot Doot Song</p> | <p>Dolly Parton Bob Dylan Jack Johnson Lead Belly</p> | <ol style="list-style-type: none"> 1. What is a chord? What is a triad? 2. Can I form the chords C/F/Am with my group on the glockenspiel? 3. Can I sing the right rhythm for 'I Wanna Sing Scat'? 4. Can I discuss the differences and similarities between some acoustic song examples? 5. Can I improvise with my voice? 6. Can I take part in creating a class arrangement of the 'Doot Doot Song'? | |
| <p>Year 5/6</p> | | | | |
| <p>B Yr 5/6 Autumn 1</p> | <p>Charanga - Happy Harvest Service</p> | <p>Pop Music Pharrell Williams The Carpenters Bobby McFerrin</p> | <ol style="list-style-type: none"> 1. Can I explain the structure of the song? 2. Can I play the easy and/or medium part of the song on recorder or glockenspiel? 3. Can I listen to and discuss a chosen song? 4. Can I sing the second vocal part in the song? 5. Can I use rhythm grid to compose with the notes G/A/B? 6. Can I perform the song as part of a group in two parts? | <p>All previous vocab used including: violin, soul, groove, bass line, backbeat, brass section, harmony, neo soul, producer, groove, Motown, civil rights, gender equality, style indicators, cover, ukulele, chord, strings, body (ukulele), fret board, fret space, fret, bridge, tuners, sound hole, headstock.</p> |
| <p>B Yr 5/6 Autumn 2</p> | <p>Instrumental Study – Ultimate Ukulele Powerpoint Part 1 Christmas Carol Service</p> | | <p>*These enquiry questions and chord names may need to change depending on how quickly your class progress through the unit slides*</p> <ol style="list-style-type: none"> 1. Can I hold a ukulele correctly and strum chords C and C7? 2. Can I learn the chord F? 3. Can I learn the chord Am? 4. Can I learn the chord Dm? 5. Can I learn the chord G? 6. Can I learn the chord D? | |
| <p>B Yr 5/6 Spring 1</p> | <p>Sing Up – Touch the Sky</p> | | <ol style="list-style-type: none"> 1. Can I learn to sing the harmony part of the song? 2. Can I learn the melody of 'Touch the Sky'? 3. Can I sing my part with dynamic contrast and expression? 4. Can I improvise 3 /4 rhythms? | |

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| | | | <ol style="list-style-type: none"> 5. Can I play my instrument in an ensemble? 6. Can I perform the song with confidence? |
| <p>B Yr 5/6 Spring 2</p> | <p>Instrumental Study – Ultimate Ukulele PowerPoint Part 2</p> | | <p>*These enquiry questions and chord names may need to change depending on how quickly your class progress through the unit slides*</p> <ol style="list-style-type: none"> 1. Can I recall chords ???* and learn Em? 2. Can I learn chord G7? 3. Can I play along with the song and practice chord changes <p>** could add some TAB EQs **</p> <ol style="list-style-type: none"> 4. Can I switch between chords smoothly and in time? 5. Can I play a song with confidence? 6. Can I sing whilst playing the ukulele? |
| <p>B Yr 5/6 Summer 1</p> | <p>Sing Up – Ain't gonna let nobody</p> | | <ol style="list-style-type: none"> 1. Can I create new verse lyrics to fit the song structure? 2. Can I play chords to accompany the song? 3. Can I learn the melody? 4. Can I create a rhythmic backing to the song? 5. Can I help organise a rehearsal of the song? 6. Can I perform in an arrangement of the song? |
| <p>B Yr 5/6 Summer 2</p> | <p>Sing Up! - Nobody knows</p> | <p>The Lumineers Stormzy</p> | <ol style="list-style-type: none"> 1. Can I sing the melody of a verse? 2. Can I play the song melody on a glockenspiel? 3. Can I play some chords with the song? (Glocks and/or Ukes) 4. Can I help create a chorus for a song? 5. Can I help compose a verse? 6. Can I perform the song as part of a group? |

Previous Curriculum Document

| EY | NC objectives | | Key knowledge and skills | Suggested vocab | Broadening horizons |
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| <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>ELG- Sing a range of well-known nursery rhymes and songs.</p> | <p>Autumn 1</p> <p>Charanga – ‘Everyone!’ – exploring family, friends, people and music from around the world. I can listen and respond to different styles of music. I can embed foundations of the interrelated dimensions of music. I can learn to sing or sing along with nursery rhymes and action songs. I can improvise, leading to playing classroom instruments. I can sing and learn to play instruments within a song. I can share and perform the learning that has taken place.</p> <p>Harvest Festival Performance – Out of the Ark, Words on Screen. I can match the pitch and follow the melody of a song. I can perform songs and rhymes with others.</p> | <p>Pulse, pitch, instrument, boomwhacker, chime bar, ukulele, high, low, loud, quiet, perform, quiet, shaker, steady beat, tambourine, triangle, tune (melody), voice, conductor.</p> | <p>Live performance for families in school.</p> |
| | <p>Autumn 2</p> <p>Exploring Pulse and Pitch. I can match the pitch and follow the melody of a song. I can perform songs and rhymes with others. I can embed foundations of the interrelated dimensions of music. I can learn to sing or sing along with nursery rhymes and action songs. I can improvise, leading to playing classroom instruments.</p> <p>Christmas Nativity Performance – Out of the Ark, Words on Screen. I can match the pitch and follow the melody of a song. I can perform songs and rhymes with others.</p> | | <p>Live performance for families in school.</p> <p>Live performances for local community ie. South Devon Rural care home.</p> |
| | <p>Spring 1</p> <p>Charanga – ‘Our World’ – exploring animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space. I can listen and respond to different styles of music. I can sing and learn to play instruments within a song. I can share and perform the learning that has taken place.</p> | | |

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| ELG – Perform songs, rhymes, poems and stories with others, and try to move in time with music. | Spring 2 | <p>Exploring Pulse and Pitch.</p> <p>I can match the pitch and follow the melody of a song. I can perform songs and rhymes with others. I can embed foundations of the interrelated dimensions of music. I can learn to sing or sing along with nursery rhymes and action songs. I can improvise, leading to playing classroom instruments.</p> <p>Easter Service Performance – Out of the Ark, Words on Screen.</p> <p>I can match the pitch and follow the melody of a song. I can perform songs and rhymes with others. I can embed foundations of the interrelated dimensions of music.</p> | Live performance for families in school. | |
| | Summer 1 | <p>Instrumental study – Assorted percussion (such as chime bars, shakers and boomwhackers).</p> <p>I can explore and engage in music making. I can embed foundations of the interrelated dimensions of music. I can sing and learn to play instruments within a song.</p> | | Workshops organised by school music lead through Devon Education Music Hub. |
| | Summer 2 | <p>Charanga - Reflect, Rewind and Replay – consolidation of the learning that has occurred during the year.</p> <p>I can listen and respond to different styles of music. I can embed foundations of the interrelated dimensions of music. I can learn to sing or sing along with nursery rhymes and action songs. I can improvise, leading to playing classroom instruments. I can sing and learn to play instruments within a song. I can share and perform the learning that has taken place.</p> | | |

| Year 1 and 2 – Year A | NC objectives | Key knowledge and skills | Suggested vocab | Broadening horizons |
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| | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Autumn 1A</p> <p>Charanga – Introducing Beat. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> <p>Harvest Festival Performance – Out of the Ark, Words on Screen. I can use my voice expressively to sing songs.</p> | <p>All previous vocab used including: recorder, pulse, rhythm, pitch, dynamics, keyboard, bass, guitar, percussion, trumpets, saxophone, improvise, compose, perform, audience, beat, beater, cymbal, drum, beat, beater, cymbal, drum, listen, loud, perform, quiet, shaker, steady, tambourine, triangle.</p> | <p>Live performance for families in school.</p> |
| | | <p>Autumn 2A</p> <p>Charanga – Adding Rhythm and Pitch. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> <p>Christmas Nativity Performance – Out of the Ark, Words on Screen. I can use my voice expressively to sing songs.</p> | | <p>Live performance for families in school.</p> <p>Live performances for local community ie. South Devon Rural care home.</p> |
| | | <p>Spring 1A</p> <p>Charanga – ‘Round and Round’. I can learn about different styles of music. I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can copy rhythms. I can clap the rhythms. I can improvise within the songs. I can play the recorder or Glockenspiel along to the song.</p> | | |

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| | | Spring 2A | <p>Charanga – Introducing Tempo and Dynamics. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> <p>Easter Service Performance – Out of the Ark, Words on Screen. I can use my voice expressively to sing songs.</p> | | Live performance for families in school. |
| | | Summer 1A | <p>Charanga – ‘Your imagination’. I can learn about different styles of music. I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can copy rhythms. I can clap the rhythms. I can improvise within the songs. I can play the recorder or Glockenspiel along to the song.</p> | | |
| | | Summer 2A | <p>Charanga – ‘Explore Sound and Create a Story’. I can learn about different styles of music. I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can copy rhythms. I can clap the rhythms. I can improvise within the songs. I can play the recorder or Glockenspiel along to the song.</p> | | Live performance for families in school. |

| Year 1 and 2 – Year B | NC objectives | Key knowledge and skills | Suggested vocab | Broadening horizons |
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| | <p>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> | <p>Autumn 1B</p> <p>Charanga – ‘Hands, Feet, Heart’. I can learn about different styles of music. I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can copy rhythms. I can clap the rhythms. I can improvise within the songs. I can play the glockenspiel or recorder along to the song.</p> <p>Harvest Festival Performance – Out of the Ark, Words on Screen. I can use my voice expressively to sing songs.</p> | <p>All previous vocab used including: glockenspiel, recorder, pulse, rhythm, pitch, dynamics, keyboard, bass, guitar, percussion, trumpets, saxophone, improvise, compose, perform, audience, beat, beater, cymbal, drum, beat, beater, cymbal, drum, listen, loud, perform, quiet, shaker, steady, tambourine, triangle.</p> | <p>Live performance for families in school.</p> |
| | | <p>Autumn 2B</p> <p>Charanga – Focus on Dynamics and Tempo. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> <p>Christmas Nativity Performance – Out of the Ark, Words on Screen. I can use my voice expressively to sing songs.</p> | | <p>Live performance for families in school.</p> <p>Live performances for local community ie. South Devon Rural care home.</p> |
| | | <p>Spring 1B</p> <p>Charanga – Music that makes you dance. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> | | |

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| | | Spring 2B Charanga – ‘Zootime’. I can learn about different styles of music. I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can copy rhythms. I can clap the rhythms. I can improvise within the songs. I can play the recorder or Glockenspiel along to the song. Easter Service Performance – Out of the Ark, Words on Screen. I can use my voice expressively to sing songs. | | Live performance for families in school. |
| | | Summer 1B Charanga – Exploring Improvisation. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score. | | |
| | | Summer 2B Charanga – ‘Friendship song’. I can use my voice expressively to sing songs. I can experiment with, create, select and combine sounds. I can play tuned instruments musically. | | Live performance for families in school. |

| Year | NC objectives | | Key knowledge and skills | Suggested vocab | Broadening horizons |
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| Year | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> | Autumn 1A | <p>Instrumental study – Glockenspiel – Charanga ‘Glockenspiel Stage 2’. I can play a tuned instrument musically.</p> <p>Harvest Festival service – Out of the Ark, Words on Screen. I can recall sounds with increasing aural memory. I can perform in solo and group ensemble, using my voice.</p> | All previous vocab used including: introduction, verse, chorus, reggae | Live performance for families in school. | |
| | | Autumn 2A | <p>Charanga – ‘Mumma Mia’. I can develop an understanding of the history of music. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> <p>Christmas Carol Service – Out of the Ark, Words on Screen. I can recall sounds with increasing aural memory. I can perform in solo and group ensemble, using my voice.</p> | | | Live performances for local community ie. South Devon Rural care home. |
| | | Spring 1A | <p>Charanga – ‘Blackbird’. I can develop an understanding of the history of music. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> | | | |
| | | Spring 2A | <p>Charanga – Enjoying Improvisation. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> <p>Easter Service – Out of the Ark, Words on Screen. I can recall sounds with increasing aural memory. I can perform in solo and group ensemble, using my voice.</p> | | | Live performance for families in school. |
| | | Summer 1A | <p>Charanga – ‘Lean on Me’. I can develop an understanding of the history of music. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> | | | |
| | | Summer 2A | <p>Instrumental study – Ukulele – Charanga ‘Ukulele Course’ up to and including Step 4. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> | | | Live performance for families in school. |
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| Year | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> | Autumn 1B | <p>Charanga – ‘Let Your Spirit Fly’.</p> <p>I can develop an understanding of the history of music.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> <p>Harvest Festival service – Out of the Ark, Words on Screen.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can perform in solo and group ensemble, using my voice.</p> | <p>All previous vocab used including: introduction, verse, chorus, reggae, keyboard, electric guitar, unison, by ear, backing vocal, piano, organ, hook, riff, solo.</p> | Live performance for families in school. |
| | | Autumn 2B | <p>Instrumental study – Recorder – Charanga ‘Blown Away Recorder Book 1’.</p> <p>I can play and perform in solo and ensemble using an instrument.</p> <p>I can play an instrument with increasing accuracy, fluency, control and expression.</p> <p>I can use and understand staff and other musical notation.</p> <p>Christmas Carol Service – Out of the Ark, Words on Screen.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can perform in solo and group ensemble, using my voice.</p> | | Live performances for local community ie. South Devon Rural care home. |
| | | Spring 1B | <p>Charanga – ‘Three Little Birds’.</p> <p>I can develop an understanding of the history of music.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> | | |
| | | Spring 2B | <p>Instrumental study – Glockenspiel - Charanga ‘Glockenspiel Stage 1’.</p> <p>I can play a tuned instrument musically.</p> <p>Easter Service – Out of the Ark, Words on Screen.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can perform in solo and group ensemble, using my voice.</p> | | Live performance for families in school. |
| | | Summer 1B | <p>Charanga – ‘Bringing Us Together’.</p> <p>I can develop an understanding of the history of music.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> | | |
| | | Summer 2B | <p>Charanga - Reflect, Rewind and Replay – consolidation of the learning that has occurred during the year.</p> <p>I can listen and appraise classical music.</p> <p>I can continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>I can play instruments within the song.</p> <p>I can improvise using voices and instruments.</p> <p>I can share and perform the learning that has taken place.</p> | | Live performance for families in school. |
| | NC objectives | | Key knowledge and skills | Suggested vocab | Broadening horizons |

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| <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> | Autumn 1A | <p>Charanga – ‘Livin’ on a Prayer’. I can develop an understanding of the history of music. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> <p>Harvest Festival service – Out of the Ark, Words on Screen. I can recall sounds with increasing aural memory. I can perform in solo and group ensemble, using my voice.</p> | <p>All previous vocab used including: violin, soul, groove, bass line, backbeat, brass section, harmony, neo soul, producer, groove, Motown, civil rights, gender equality, style indicators, cover, ukulele, chord, strings, body (ukulele), fret board, fret space, fret, bridge, tuners, sound hole, headstock.</p> | Live performance for families in school. |
| | Autumn 2A | <p>Charanga – ‘Make You Feel My Love’. I can develop an understanding of the history of music. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> <p>Christmas Carol Service – Out of the Ark, Words on Screen. I can recall sounds with increasing aural memory. I can perform in solo and group ensemble, using my voice.</p> | | Live performances for local community ie. South Devon Rural care home. |
| | Spring 1A | <p>Charanga – ‘The Fresh Prince of Bel-Air’. I can develop an understanding of the history of music. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> | | |
| | Spring 2A | <p>Charanga – ‘Gaining Confidence Through Performance’. I can learn about different styles of music. I can embed foundations of the interrelated dimensions of music. I can find the pulse of a song. I can play tuned and untuned instruments musically. I can improvise within the songs. I can compose music using a simple score.</p> <p>Easter Service – Out of the Ark, Words on Screen. I can recall sounds with increasing aural memory. I can perform in solo and group ensemble, using my voice.</p> | | Live performance for families in school. |
| | Sum | <p>Charanga – ‘Dancing in the Street’. I can develop an understanding of the history of music.</p> | | |

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| | | | <p>I can play and perform using instruments. I can use and understand staff and other musical notation.</p> | | |
| | | <p>Summer 2A</p> | <p>Charanga - Reflect, Rewind and Replay – consolidation of the learning that has occurred during the year. I can listen and appraise classical music. I can continue to embed the foundations of the interrelated dimensions of music using voices and instruments. I can play instruments within the song. I can improvise using voices and instruments. I can share and perform the learning that has taken place.</p> <p>OPTIONAL Instrumental study – Violin – Charanga ‘Stringbabies: Violin’. Up to and including Page 18. I can play and perform using instruments. I can use and understand staff and other musical notation.</p> <p>Year 6 production.</p> | | <p>Live performance for families in school.</p> |
| Year | NC objectives | | Key knowledge and skills | Suggested vocab | Broadening horizons |

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| <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p> | Autumn 1B | <p>Charanga – ‘Happy’.</p> <p>I can develop an understanding of the history of music.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> <p>Harvest Festival service – Out of the Ark, Words on Screen.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can perform in solo and group ensemble, using my voice.</p> | <p>All previous vocab used including: style indicators, cover, ukulele, chord, strings, body (ukulele), fret board, fret space, fret, bridge, tuners, sound hole, headstock.</p> | Live performance for families in school. | |
| | Autumn 2B | <p>Charanga – ‘You’ve got a Friend’.</p> <p>I can develop an understanding of the history of music.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> <p>Christmas Carol Service – Out of the Ark, Words on Screen.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can perform in solo and group ensemble, using my voice.</p> | | <p>Live performance for families in school.</p> <p>Live performances for local community ie. South Devon Rural care home.</p> | |
| | Spr 1B | <p>Instrumental study – Ukulele – ‘Ultimate Ukulele’ stand-alone Powerpoint.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> | | | |
| | Spring 2B | <p>Charanga – ‘Music and Me’.</p> <p>I can develop an understanding of the history of music.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> <p>Easter Service – Out of the Ark, Words on Screen.</p> <p>I can recall sounds with increasing aural memory.</p> <p>I can perform in solo and group ensemble, using my voice.</p> | | Live performance for families in school. | |
| | Sum 1B | <p>Instrumental study cont. – Ukulele – ‘Ultimate Ukulele’ stand-alone Powerpoint.</p> <p>I can play and perform using instruments.</p> <p>I can use and understand staff and other musical notation.</p> | | | |
| | Summer 2B | <p>Charanga - Reflect, Rewind and Replay – consolidation of the learning that has occurred during the year.</p> <p>I can continue to embed the foundations of the interrelated dimensions of music using voices and instruments.</p> <p>I can play instruments within the song.</p> <p>I can improvise using voices and instruments.</p> <p>I can share and perform the learning that has taken place.</p> <p>Year 6 production.</p> | | Live performance for families in school. | |

The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

