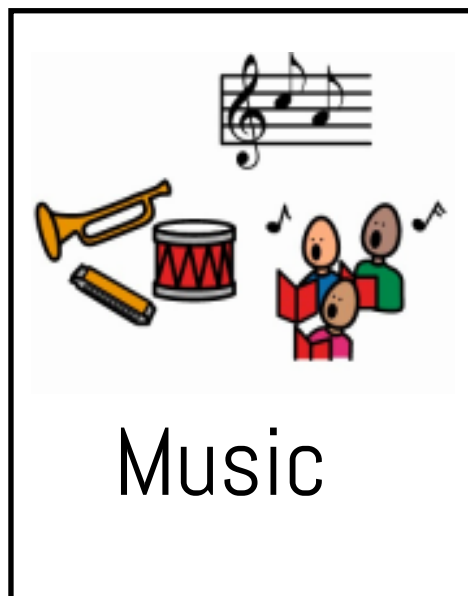


# Music Curriculum Overview



## ST Mary Queen of Martyrs VC Academy

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## 1. Music Intent, Implementation and Impact Statement

### **Intent:**

The intent of the Music Curriculum is to provide the children with plenty of opportunities to learn, apply and strengthen their musical skills of listen & appraise, composition, singing, improvisation, playing a musical instrument and in performance.

It is also the intent of the Music Curriculum for children to learn about different styles, traditions and times of Music and to develop their knowledge of different composers. In addition, for children to experience Music in different ways such as going to a concert, watching a band or viewing live orchestra performance.

### **Implementation:**

In Early Years, the children will access Music on a daily basis via the singing of rhymes, having a musical area within the continuous provision and by being involved with whole school events such as Singing Worship and watching performances.

In Years 1-6, children will engage in weekly music lessons to ensure full coverage of the National Curriculum. Music is well planned and sequenced to ensure a progression of skills across the year groups. Teachers have access to 'Charanga' in order to support the planning and delivery of music lesson through high quality planning support documents along with engaging and exciting whiteboard resources to support every lesson. Music is also supplemented by specialist colleagues from within the St Cuthbert's Trust who deliver high quality curriculum music lessons and individual instrument lessons through peripatetic teaching staff.

## 1. Music Intent, Implementation and Impact Statement

Lessons taught through Charanga will follow the following format:

### 1. Listening and Appraising -

### 2. Musical Activities

- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition

### 3. Performing / Share

**Listening and Appraising** – will involve the children listening to a piece of music, engaging in a discussion about this music (which will also include identification of concepts of this music such as tempo, timbre, dynamics, genre/style etc)

**Musical Activities** - All activities are based around a song.

**Games** embed the Interrelated Dimensions of Music through repetition

**Singing** is at the heart of all the musical learning

**Playing** instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children

**Improvising** with the song using voices and instruments occurs in some Units of Work

**Composing** with the song using instruments occurs in some Units of Work

## 1. Music Intent, Implementation and Impact Statement



### Impact:

The intended impact of the Music Curriculum is that the majority of children in each year group are working at or above the expected level for their age. (At the end of each unit, the teacher will carry out assessment linked to the progression in skills document)

In addition, it is the intended impact that the children:

- are inspired by the Music Curriculum and want to learn more.
- show the progression in their skills and knowledge in their performance, class record book and class diary.
- can discuss their learning and remember what they have learnt.
- can identify some composers and song writers of different styles and talk about the impact that their composing/writing has had on the world.



## 2. Subject on a Page

### MUSIC



**Intent:** To provide every pupil with opportunities to explore and enjoy music through a progressive curriculum, designed to engage, challenge and embed knowledge and skills. We aim to spark a love of music, encouraging children to develop varied aspirations – maybe we have budding composers, musicians, musical directors, performers in our classrooms!

#### Lesson Structure:

##### EYFS-

1. Respond and Listen
2. Explore and Create using voices and instruments

##### Yr1-6

1. Listen and Appraise
2. Musical Activities
3. Perform

#### Charanga – The Scheme

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 1</b>	My World	My World	My World	My World	My World	My World
<b>Year 2</b>	My World	My World	My World	My World	My World	My World
<b>Year 3</b>	My World	My World	My World	My World	My World	My World
<b>Year 4</b>	My World	My World	My World	My World	My World	My World
<b>Year 5</b>	My World	My World	My World	My World	My World	My World
<b>Year 6</b>	My World	My World	My World	My World	My World	My World

#### Peripatetic Lessons

Violins – every Tuesday with Miss Ghent

Drums/Percussion – every Tuesday with Miss Vigar

Strings – every Wednesday with Mr Ryder

Woodwind – every Thursday with Mr Read

Brass – every Friday with Mr Lannidinardi

Guitar – every Friday with Mr Wilcock

#### Expectations:

- Ensure music is timetabled for appropriate coverage – 45 minute lesson per week or blocked if needed.
- Charanga scheme to be followed to ensure progression and coverage unless provision provided by SMC staff.
- Creative opportunities to explore and enjoy music to be planned within other curriculum areas/collective worships etc.
- Music Shorts to be used regularly (see below)

**SMC Music Shorts** (Shared OneDrive Folder) The videos are designed more for cultural appreciation and the broadening of horizons rather than as academic mini-lessons, though of course they could be used to illustrate teaching points too if applicable.

- Short intro from music team member to give context and perhaps set a listening focus
- Video of a live performance
- Short outro from same member of the music team to give some reflections and give any answers etc if they'd set a question

#### 4. Long term plan - EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay

## 4. Long term plan - Cycle A and B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 Cycle A</b>	Hey you!	Rhythm in the Way we Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
<b>Year 2 Cycle B</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
<b>Year 3 Cycle A</b>	Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
<b>Year 4 Cycle B</b>	Mamma Mia	Glockenspiel 2	Stop	Lean On Me	Blackbird	Reflect, Rewind and Replay
<b>Year 5 Cycle A</b>	Livin On A Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince Of Bel-Air	Dancin' In The Street	Reflect, Rewind And Replay
<b>Year 6 Cycle B</b>	I'll Be There	Classroom Jazz 2	New Year Carol	Happy	You've Got a Friend	Reflect, Rewind and Replay

### 3. Non-Negotiables



- The whole school must ensure that each lesson follows the Charanga lesson planning to ensure progression.
- Music teaching must occur for 45 minutes each week for Years 1-6. Although there is no curriculum guidelines in EYFS for set music lessons, as a school we expect a 15-20 minute lesson to occur weekly.
- Knowledge mats to be shared at the beginning of every lesson, highlighting what will be explored during the session. Key vocabulary must be highlighted at this point.
- Short rapid recap of previous learning to be implemented at the start of each

## 4. Key Concepts

### Subject Specific Key Concepts in Music

<u>Concept</u>	<u>Explanation</u>
Pulse	The heartbeat or steady beat of a song/piece of music.
Rhythm	The combination of long and short sounds to make patterns
Melody	Another name for a tune.
Pitch	The range of high and low sounds.
Performing	Singing and playing instruments .
Harmony	Different notes sung or played at the same time, to produce chords.
Dynamics	How loud or quiet the music is.

## 5. Progression of skills Year 1

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <p>Have fun finding the pulse together and start to understand what pulse is/does/means etc.</p> <p>Start to use correct musical language during discussion and when describing feelings.</p> <p>They will begin to recognise the sound of the musical instruments used.</p> <p>Basic musical structure.</p> <p>The purpose of the song and context within history.</p> <p>How music makes them feel.</p> <p>About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p>	<p>Start to recognise/identify very simple style indicators and different instruments used.</p> <p>March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>
	Musical Activities	<p><b>Games:</b></p> <p>Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <p>Have fun finding the pulse together.</p> <p>Copy back simple rhythms, clapping.</p> <p>Copy back simple rhythms related to animals, food etc.</p> <p>Rhythm copy back - It's Your Turn! Create your own simple rhythms.</p> <p>Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</p>	<p>Begin to find and internalise the pulse on their own or with support.</p> <p>Try to or demonstrate more confidently how they find/feel the pulse.</p> <p>Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.</p> <p>Clap the rhythm of your name, favourite food, favourite colour etc.</p> <p>Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
use their voices expressively and creatively by singing songs and speaking chants and rhymes		<b>Singing:</b> Start to sing songs/raps together in a group/ensemble.	<p>Sing within a limited pitch range and begin to understand:</p> <p>The importance of working together in an ensemble or as part of a group.</p> <p>How important it is and why we warm up our voices.</p> <p>How to join in and stop as appropriate - learn how to follow a leader/conductor.</p> <p>How melody and words should be interpreted.</p> <p>How to sing with good diction.</p> <p>How to perform with a good sense of pulse and rhythm.</p>	<p>Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone .</p> <p>Begin to understand the importance of warming up their voices and to establish a good singing position.</p> <p>Start to consider that words mean something and how they work together with the music.</p> <p>Sing with a good sense of the pulse internally and try to sing together with the group.</p> <p>Stop and start as appropriate, begin to follow a leader/ conductor.</p>
play tuned and un-tuned instruments musically	Musical Activities	<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	<p>Start to learn to play together in a band or ensemble.</p> <p>Join in and stop as appropriate.</p> <p>Start to respond to simple musical cues such as starting and stopping etc.</p> <p>Learn how to follow a leader/conductor.</p> <p>Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</p> <p>Learn to play your instrument correctly and treat it with respect</p>	<p>Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.</p> <p>Move between differentiated parts as required using a sound-before-symbol approach.</p> <p>Learn to stop/start and respond to basic musical cues from the leader/conductor.</p> <p>Learn how to treat your instrument with respect and how to play it correctly.</p> <p>Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p>	Perform and Share	<p>Perform together in an ensemble/band.</p>	<p>Start to perform together in an ensemble/band.</p> <p>Sing, play, improvise and play back compositions as part of your ensemble/band.</p> <p>Do all of this in front of an audience.</p> <p>Learn about performance and building confidence.</p> <p>Understand about practice.</p> <p>Record your performance and learn from watching it back.</p>	<p>Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</p> <p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</p> <p>Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>



## Progression of skills Year 2

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	<p>The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <p>Have fun finding the pulse together and start to understand what pulse is/does/means etc.</p> <p>Start to use correct musical language during discussion and when describing feelings.</p> <p>They will begin to recognise the sound of the musical instruments used.</p> <p>Basic musical structure.</p> <p>The purpose of the song and context within history.</p> <p>How music makes them feel.</p> <p>About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p>	<p>Try to recognise/identify very simple style indicators and different instruments used.</p> <p>March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</p> <p>Start using basic musical language to describe the music you are listening to and your feelings towards it.</p> <p>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</p> <p>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</p>
	Musical Activities	<p><b>Games:</b></p> <p>Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <p>Continue with beginner games</p> <p>Have fun finding the pulse.</p> <p>Copy back simple rhythms with increasing knowledge and confidence.</p> <p>Rhythm copy back - It's Your Turn! Create your own simple rhythms.</p> <p>Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</p>	<p>Continue to find and internalise the pulse on their own or with support.</p> <p>Demonstrate more confidently how they find/feel the pulse.</p> <p>Demonstrate more confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.</p> <p>Clap the rhythm of your name, favourite food, favourite colour etc. confidently and create their own rhythm when asked.</p> <p>Show a deeper understanding of how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</p>

## Progression of skills Year 2

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
use their voices expressively and creatively by singing songs and speaking chants and rhymes		<b>Singing:</b> Start to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and deepen their understanding of: The importance of working together in an ensemble or as part of a group. How important it is and why we warm up our voices. How to join in and stop as appropriate - learn how to follow a leader/conductor. How melody and words should be interpreted. How to sing with good diction. How to perform with a good sense of pulse and rhythm.	Continue to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone . Continue to understand the importance of warming up their voices and to establish a good singing position. Consider that words mean something and how they work together with the music. Sing with a good sense of the pulse internally and try to sing together with the group. Stop and start as appropriate, begin to follow a leader/ conductor.
play tuned and un-tuned instruments musically	Musical Activities	<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	Continue to learn to play together in a band or ensemble. Join in and stop as appropriate more confidently. Continue to respond to simple musical cues such as starting and stopping etc. Follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Continue to learn to play your instrument correctly and treat it with respect	Continue to play a classroom instrument as part of a group/ensemble and as part of the song that you are learning. Move between differentiated parts as required using a sound-before-symbol approach. Continue to respond to basic musical cues from the leader/ conductor. Continue to treat your instrument with respect and how to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.

## Progression of skills Year 2

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
experiment with, create, select and combine sounds using the inter-related dimensions of music.		<b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will  continue to build overtime: <ul style="list-style-type: none"> <li>● Clap and improvise (simple rhythmic patterns).</li> <li>● Copy back.</li> <li>● Question and Answer.</li> <li>● Sing and Improvise (simple patterns).</li> <li>● Copy back using voices.</li> <li>● Question and Answer using voices.</li> <li>● Play and Improvise (simple patterns).</li> <li>● Copy back using instruments.</li> <li>● Question and Answer using instruments.</li> <li>● Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.  Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.  Continue to improvise using very simple patterns on your instrument and/or voice.  Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.  Continue to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.
play tuned and untuned instruments musically	Musical Activities	<b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	Continue to understand the differences between composition and improvisation.  Continue to create your own simple melodies within the context of the song that is being learnt.  Compose using one, two or three notes.  Record the composition in any way appropriate.  Notate music in different ways, using graphic/video, ICT.  Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.	Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.  Move beyond composing using one or two notes, increasing to three notes if appropriate.  Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.  Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).  Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p>	Perform and Share	<p>Perform together in an ensemble/band.</p>	<p>Continue to learn how to perform together in an ensemble/band.</p> <p>Sing, play, improvise and play back compositions as part of your ensemble/band.</p> <p>Do all of this in front of an audience.</p> <p>Learn about performance and building confidence.</p> <p>Understand about practice.</p> <p>Record your performance and learn from watching it back.</p>	<p>Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</p> <p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</p> <p>Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>

## Progression of skills Year 3

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Listen and Appraise	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical</p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <p>Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</p> <p>Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</p> <p>They will continue to recognise the sound of the musical instruments used and basic musical structure.</p> <p>They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p> <p>The purpose of the song and context within history.</p> <p>Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</p>	<p>Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>More consistently use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Musical Activities	<p><b>Games:</b></p> <p>Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <p>Pulse - a steady beat.</p> <p>Rhythm - copy simple patterns and how they work with pulse.</p> <p>Pitch - what it is, to copy it and to warm up their voices.</p> <p>Progress through the differentiated Bronze, Silver and Gold Challenges.</p> <p>Rhythm copy back - progress from teacher to pupil-led games.</p> <p>Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</p> <p>Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</p> <p>Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</p>	<p>Find and internalise the pulse on your own or with support but more confidently.</p> <p>Demonstrate how you find/feel the pulse, with ease.</p> <p>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>

## Progression of skills Year 3

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate	<p>Sing within a limited pitch range and continue to understanding:</p> <p>The importance of working together in an ensemble or as part of a group. and how the musical outcomes are of higher quality when doing so</p> <p>How important it is and why we warm up our voices posture, breathing and voice projection.</p> <p>How to join in and stop as appropriate – continue to follow a leader/conductor confidently.</p> <p>How melody and words should be interpreted.</p> <p>How to sing with good diction.</p> <p>How to perform with a good sense of pulse and rhythm.</p>	<p>Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</p> <p>Continue to understand the importance of warming up their voices and to establish a good singing position.</p> <p>Consider that words mean something and project the meaning of the song.</p> <p>Sing with a good sense of the pulse internally and sing together and in time with the group.</p> <p>Follow a leader/conductor.</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>Use and understand staff and other musical notations</p>	Musical Activities	<p><b>Games:</b></p> <p>Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</p> <p>Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</p> <p>Learn to treat each instrument with respect and use the correct techniques to play them.</p> <p>Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.</p>	<p>Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</p> <p>Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</p> <p>Continue to respond to basic musical cues from the leader/conductor.</p> <p>Continue to treat your instrument with respect and care and to play it correctly.</p> <p>Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Musical Activities	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> <li>● Progress through the differentiated Bronze, Silver and Gold Challenges. <ul style="list-style-type: none"> <li>○ Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>○ Copy back a musical idea.</li> <li>○ Play and Improvise – using instruments.</li> <li>○ Invent a musical answer using one or two notes.</li> <li>○ Improvise! - using two notes on instruments.</li> <li>○ Listen to each other's musical ideas.</li> </ul> </li> </ul>	<p>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</p> <p>Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Listen and Appraise	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<p>The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p> <p>Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</p> <p>They will continue to recognise the sound of the musical instruments used and basic musical structure.</p> <p>The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>The purpose of the song and context within history.</p> <p>Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</p>	<p>Identify basic musical styles through learning about their style indicators and the instruments played.</p> <p>Find the pulse, the steady beat to the music they are listening to and understand what that means.</p> <p>More consistently use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Musical Activities	<p><b>Games:</b></p> <p>Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <p>Pulse - a steady beat.</p> <p>Rhythm - copy simple patterns and how they work with pulse.</p> <p>Pitch - what it is, to copy it and to warm up their voices.</p> <p>Progress through the differentiated Bronze, Silver and Gold Challenges.</p> <p>Rhythm copy back - progress from teacher to pupil-led games.</p> <p>Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</p> <p>Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</p> <p>Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</p>	<p>Find and internalise the pulse on your own and stay in time.</p> <p>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast or slow pulse.</p> <p>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>



# Progression of skills Year 4

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.	Sing within a limited pitch range and continue to understand in greater depth: The importance of working together in an ensemble or as part of a group. and how the musical outcomes are of higher quality when doing so How important it is and why we warm up our voices posture, breathing and voice projection. How to join in and stop as appropriate – continue to follow a leader/conductor confidently. How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. How to sing with good diction. How to perform with a good sense of pulse and rhythm.	Sing in tune within a limited pitch range and continue to understand: How to work together as part of a group and with their friends, developing the confidence to sing alone. The importance of warming up their voices and to establish a good singing position. How to perform a song stylistically and as musically as you can. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps singing two parts. Follow a leader/conductor with confidence.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations	Musical Activities	<b>Playing Instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.	In greater depth: Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. Treat each instrument with respect and use the correct techniques to play them. Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.	Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Continue to respond to basic musical cues from the leader/conductor. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound before- symbol (by ear) approach or, with notation if appropriate.

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>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>	Musical Activities	<p><b>Improvisation:</b></p> <p>Continue inventing musical ideas within improvisation.</p>	<ul style="list-style-type: none"> <li>Progress through the differentiated Bronze, Silver and Gold Challenges.                             <ul style="list-style-type: none"> <li>Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>Play and Improvise – using instruments.</li> <li>Invent a musical answer using one or two notes.</li> <li>To listen and copy musical ideas by ear (rhythmic or melodic).</li> <li>To create musical rhythms and melodies as answers as part of a group and as a soloist.</li> <li>To respect each other's musical ideas and efforts.</li> </ul> </li> </ul>	<p>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</p> <p>Continue to improvise using very simple patterns on your instrument and/or voice.</p> <p>Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</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>	Musical Activities	<p><b>Composition:</b></p> <p>Continue inventing musical ideas within composition.</p> <p>They can be recorded in sound or written using any appropriate notation.</p>	<p>Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</p> <p>Listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p> <p>Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes if appropriate.</p> <p>Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</p> <p>Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</p> <p>Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform and Share	Perform together in an ensemble/ band.	<p>Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</p> <p>Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</p> <p>Do all of this in front of an audience with more understanding of their needs.</p> <p>Learn about performance and building confidence.</p> <p>Understand in more depth about practice and why we do it.</p> <p>Record your performance and learn from watching it back.</p>	<p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Listen and Appraise	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary, Classical Music.</p> <p>When listening to the music, find and internalise the pulse using movement.</p> <p>Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</p> <p>Use correct musical language consistently to describe the music you are listening to and your feelings towards it.</p> <p>Listen, comment on and discuss with confidence, ideas together as a group.</p> <p>Discuss other dimensions of music and how they fit into the music you are listening to.</p>	<p>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</p> <p>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>Use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Musical Activities	<p><b>Games:</b></p> <p>Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.</p> <p>Progress through the Bronze, Silver and Gold Challenges:</p> <p>Rhythm and Pitch Copy Back using one, two or three notes</p> <p>Question and Answer using one, two or three notes</p> <p>Security, confidence and ease, will start to be apparent through:</p> <p>Body movement and within the context of the Games Track being used.</p> <p>Knowing, understanding and demonstrating how pulse and rhythm work together.</p> <p>Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</p>	<p>Find and internalise the pulse on your own and stay in time.</p> <p>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</p> <p>Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>

# Progression of skills Year 5

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.	Sing within an appropriate vocal range with clear diction and continue to understand: The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. How important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.	Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Use and understand staff and other musical notations	Musical Activities	<b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them.	Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Musical Activities	<p><b>Improvisation:</b></p> <p>Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<p>Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</p> <p>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p> <p>Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5.</p> <p><b>Autumn and spring units:</b></p> <p>Sing, Play and Copy back – clapping progressing to using instruments.</p> <p>Play and Improvise - using instruments, invent a musical answer using one, two or three notes.</p> <p>Improvise! - using up to three notes on instruments.</p> <p><b>Summer 1 unit Bronze, Silver and Gold Challenges:</b></p> <p>Challenge 1 - clapping riffs.</p> <p>Challenge 2 - playing riffs using one, two or three notes.</p> <p>Challenge 3 - Question and Answer using one, two or three notes.</p> <p>Challenge 4 - Improvise using one, two or three notes.</p>	<p>Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>Continue to improvise using simple patterns on your instrument and/or voice.</p> <p>Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Musical Activities	<p><b>Improvisation:</b></p> <p>Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<p>Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</p> <p>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p> <p>Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5.</p> <p><b>Autumn and spring units:</b></p> <p>Sing, Play and Copy back – clapping progressing to using instruments.</p> <p>Play and Improvise - using instruments, invent a musical answer using one, two or three notes.</p> <p>Improvise! - using up to three notes on instruments.</p> <p><b>Summer 1 unit Bronze, Silver and Gold Challenges:</b></p> <p>Challenge 1 - clapping riffs.</p> <p>Challenge 2 - playing riffs using one, two or three notes.</p> <p>Challenge 3 - Question and Answer using one, two or three notes.</p> <p>Challenge 4 - Improvise using one, two or three notes.</p>	<p>Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>Continue to improvise using simple patterns on your instrument and/or voice.</p> <p>Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>	Listen and Appraise	<p>The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p>	<p>Children will continue to show their increasing depth of knowledge and understanding.</p> <p>The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: The Music of Michael Jackson, Jazz, The Music of Benjamin Britten, Rock music, The Music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</p> <p>When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music.</p> <p>Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.</p> <p>Use correct musical language to confidently describe the music you are listening to and your feelings towards it.</p> <p>Listen, comment on and discuss with confidence, ideas together as a group.</p> <p>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</p>	<p>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</p> <p>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</p> <p>Use accurate musical language to describe and talk about music.</p> <p>Listen to other ideas about music, respect those ideas and feelings.</p> <p>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Musical Activities	<p><b>Games:</b></p> <p>A deeper understanding of</p> <p>how pulse, rhythm and pitch</p> <p>work together to create music</p> <p>through Warm-up Games..</p>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games.</p> <p>Progress through the Bronze, Silver and Gold Challenges:</p> <p>Rhythm and Pitch Copy Back using one, two or three notes</p> <p>Question and Answer using one, two or three notes</p> <p>Security, confidence and ease, will start to be apparent through:</p> <p>Body movement and within the context of the Games Track being used.</p> <p>Knowing, understanding and demonstrating how pulse and rhythm work together.</p> <p>Understanding how the other dimensions of music are sprinkled through songs and pieces of</p>	<p>Find and internalise the pulse on your own and with ease.</p> <p>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</p> <p>Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</p> <p>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</p> <p>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</p>



## Progression of skills Year 6

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.	Sing within an appropriate vocal range with clear diction and continue to understand: The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. How important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.	Understand how to work together as part of a group and in an ensemble or, as a soloist. Continue to understand the importance of warming up your voice and to establish a good singing position. Perform and interpret a song stylistically and as musically as you can. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Use and understand staff and other musical notations		<b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	With a greater depth of understanding: Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. Continue to treat each instrument with respect and use the correct techniques to play them. Build on understanding the basics and foundations of formal notation – an introduction.	Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. Continue to treat your instrument with respect and care and to play it correctly. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.

# Progression of skills Year 6

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<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>		<p><b>Improvisation:</b></p> <p>Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes</p>	<p>Deepen your understanding of what musical improvisation means. Continue to Improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</p> <p>Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p> <p>Progress through the differentiated Bronze, Silver and Gold challenges in Year 6.</p> <p>Challenge 1 - clapping riffs.</p> <p>Challenge 2 - playing riffs using one, two or three notes.</p> <p>Challenge 3 - Question and Answer using one, two or three notes.</p> <p>Challenge 4 - Improvise using one, two or three notes.</p>	<p>Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</p> <p>Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>Continue to improvise using simple patterns on your instrument and/or voice.</p> <p>Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</p> <p>Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</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>	Musical Activities	<p><b>Composition:</b></p> <p>Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<p>Confidently create your own melodies within the context of the song that is being learnt.</p> <p>Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>Compose a section of music that can be added to a performance of a song.</p> <p>Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</p> <p>Move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</p> <p>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Perform and Share	Perform together in an ensemble/band with ease, confidence and knowledge of your audience.	<p>With a greater understanding:</p> <p>Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</p> <p>sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</p> <p>Do all of this in front of an audience with more understanding of their needs.</p> <p>Communicate ideas, thoughts and feelings through the performance.</p> <p>Understand about practice related to performance outcomes.</p> <p>Record your performance and learn from watching it back. Respond to feedback and offer positive comment.</p>	<p>In greater depth:</p> <p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</p> <p>Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p> <p>Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</p> <p>Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</p>

# Progression of skills St Mary's College Curriculum Music Support – Year 5



Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Autumn 1	Our Community	Performance	The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.	<p>Pupils understand and explore how music is communicated (conducting)</p> <p>Pupils play and perform, using their voices and playing musical instruments with increasing accuracy and expression</p> <p>Pupils develop an understanding of musical composition, and compose and improvise</p> <p>Pupils create music on their own and with others</p>	<p>Learning to sing a song (Lesson 1)</p> <p>Understanding metre through singing and playing instruments (Lesson 1)</p> <p>Conducting a metre of four (Lesson 1)</p> <p>Conducting metres of two and three (Lessons 2 and 4)</p> <p>Writing lyrics (Lessons 2 and 3)</p> <p>Learning to sing a song from our musical heritage (Lesson 4)</p> <p>Developing accompaniments using ostinato and invented or improvised rhythms (Lesson 5)</p> <p>Rehearsing for a performance (Lesson 6)</p> <p>Developing a performance by adding other media (Lesson 6)</p> <p>10. Performing with awareness of audience (Lesson 6)</p>
Autumn 2	Solar System	Listening	Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.	<p>Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers</p> <p>Pupils explore dynamics, timbre, tempo, and texture</p> <p>Pupils use and understand staff and other musical notations</p> <p>Pupils learn to sing with expression</p> <p>Pupils develop an understanding of musical composition</p>	<p>Listening to music with focus and analysing using musical vocabulary (Lesson 1)</p> <p>Relating sound sequences to images (Lesson 1)</p> <p>Interpreting images to create descriptive sound sequences (Lesson 1)</p> <p>Developing the use of dynamics in a song (Lesson 2)</p> <p>Listening to music, focusing on dynamics and texture (Lesson 2)</p> <p>Learning a melodic ostinato using staff notation (Lesson 2)</p> <p>Developing techniques of performing rap using texture and rhythm (Lesson 3)</p> <p>Learning a song with a complex texture (Lesson 4)</p> <p>Learning about the sound of the whole tone scale (Lesson 4)</p> <p>Listening to music and describing its effects and use of the musical dimensions (Lesson 5)</p> <p>Performing a song with expression and with attention to tone and phrasing (Lesson 5)</p> <p>Creating a musical background to accompany a poem (Lesson 5)</p> <p>Creating and presenting a performance of song, music, and poetry (Lesson 6)</p>

# Progression of skills St Mary's College Curriculum Music Support – Year 5



Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Autumn 1	Our Community	Performance	The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.	<p>Pupils understand and explore how music is communicated (conducting)</p> <p>Pupils play and perform, using their voices and playing musical instruments with increasing accuracy and expression</p> <p>Pupils develop an understanding of musical composition, and compose and improvise</p> <p>Pupils create music on their own and with others</p>	<p>Learning to sing a song (Lesson 1)</p> <p>Understanding metre through singing and playing instruments (Lesson 1)</p> <p>Conducting a metre of four (Lesson 1)</p> <p>Conducting metres of two and three (Lessons 2 and 4)</p> <p>Writing lyrics (Lessons 2 and 3)</p> <p>Learning to sing a song from our musical heritage (Lesson 4)</p> <p>Developing accompaniments using ostinato and invented or improvised rhythms (Lesson 5)</p> <p>Rehearsing for a performance (Lesson 6)</p> <p>Developing a performance by adding other media (Lesson 6)</p> <p>10. Performing with awareness of audience (Lesson 6)</p>
Autumn 2	Solar System	Listening	Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.	<p>Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers</p> <p>Pupils explore dynamics, timbre, tempo, and texture</p> <p>Pupils use and understand staff and other musical notations</p> <p>Pupils learn to sing with expression</p> <p>Pupils develop an understanding of musical composition</p>	<p>Listening to music with focus and analysing using musical vocabulary (Lesson 1)</p> <p>Relating sound sequences to images (Lesson 1)</p> <p>Interpreting images to create descriptive sound sequences (Lesson 1)</p> <p>Developing the use of dynamics in a song (Lesson 2)</p> <p>Listening to music, focusing on dynamics and texture (Lesson 2)</p> <p>Learning a melodic ostinato using staff notation (Lesson 2)</p> <p>Developing techniques of performing rap using texture and rhythm (Lesson 3)</p> <p>Learning a song with a complex texture (Lesson 4)</p> <p>Learning about the sound of the whole tone scale (Lesson 4)</p> <p>Listening to music and describing its effects and use of the musical dimensions (Lesson 5)</p> <p>Performing a song with expression and with attention to tone and phrasing (Lesson 5)</p> <p>Creating a musical background to accompany a poem (Lesson 5)</p> <p>Creating and presenting a performance of song, music, and poetry (Lesson 6)</p>

## Progression of skills St Mary's College Curriculum Music Support – Year 5



Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Spring 1	Life Cycles	Structure	Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.	<p>Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians</p> <p>Pupils develop an understanding of musical composition</p> <p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Pupils explore structure, timbre, and appropriate musical notations</p>	<p>Singing in two and three parts (Lessons 1 and 2)</p> <p>Reading a melody in staff notation (Lesson 1)</p> <p>Accompanying a song with tuned and untuned instruments (Lesson 1)</p> <p>Composing and performing together (Lesson 2)</p> <p>Combining vocal sounds in performance (Lesson 3)</p> <p>Creating a performance using voices and instruments in four parts (Lesson 3)</p> <p>Exploring extended vocal techniques (Lesson 4)</p> <p>Developing a structure to combine sounds (Lesson 4)</p> <p>Creating musical effects using contrasting pitch (Lesson 5)</p> <p>Learning about the music of an early opera (Lesson 6)</p> <p>Creating descriptive music (Lesson 6)</p> <p>Developing a performance with awareness of audience (Lesson 6)</p>
Spring 2	Keeping Healthy	Beat	From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.	<p>Pupils explore pitch, structure, texture, and appropriate musical notations, including staff notation</p> <p>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</p> <p>Pupils sing and play musically, with increasing confidence and control</p> <p>Pupils perform in an ensemble context</p>	<p>Exploring beat at different tempi (Lesson 1)</p> <p>Singing syncopated melodies (Lesson 1)</p> <p>Developing rhythm skills through singing, playing, and moving (Lesson 1)</p> <p>Singing and playing scales and chromatic melodies (Lesson 2)</p> <p>Using steady beat and syncopated rhythms (Lesson 2)</p> <p>Accompanying a song with sung and played drones (Lesson 3)</p> <p>Singing in unison and two parts (Lesson 3)</p> <p>Developing an arrangement of a two-part song (Lesson 4)</p> <p>Learning and creating accompaniments for a song (Lesson 4)</p> <p>Reading grid or staff notation to play a bassline (Lesson 4)</p> <p>Learning to perform a song with syncopated rhythms (Lesson 5)</p> <p>Arranging a complete performance of music and songs (Lesson 6)</p> <p>Using a score to notate and guide selected elements of a performance (Lesson 6)</p>

# Progression of skills St Mary's College Curriculum Music Support – Year 5

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Summer 1	At the Movies	Composition	Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.	<p>Pupils develop an understanding of the history of music</p> <p>Pupils listen with attention to detail and recall sounds with increasing aural memory</p> <p>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</p> <p>Pupils explore tempo, texture, structure, duration, and appropriate musical notations</p>	<p>Understanding music narrative, and exploring and using narrative structure (Lessons 1 and 2)</p> <p>Interpreting notation (Lesson 1)</p> <p>Using a storyboard to structure sounds (Lesson 1)</p> <p>Learning about the use of sound effects in movies (Lesson 2)</p> <p>Composing sound effects to perform with a movie (Lesson 2)</p> <p>Identifying changes in tempo and their effects (Lesson 3)</p> <p>Exploring and understanding phrase structure of a song melody (Lesson 3)</p> <p>Creating and performing a sequence of melodic phrases with a movie (Lesson 3)</p> <p>Learning about the use of musical clichés in movie soundtracks (Lesson 4)</p> <p>Exploring the effect of music in movies (Lesson 4)</p> <p>Using the musical dimensions to create and perform music for a movie (Lesson 4)</p> <p>Learning about and exploring techniques used in movie soundtracks (Lesson 5)</p> <p>Creating sounds for a movie, following a timesheet (Lesson 5)</p> <p>Working in groups to create descriptive movie music (Lesson 6)</p> <p>Evaluating and refining compositions (Lesson 6)</p> <p>Learning about using cue scores (Lesson 6)</p>
Summer 2	Celebration	Performance	A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.	<p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Pupils are taught to sing and play musically with increasing confidence and control</p> <p>Pupils listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Singing a song in unison and three-part harmony (Lesson 1)</p> <p>Learning a melody and harmony part on instruments to accompany a song (Lesson 1)</p> <p>Performing ostinato and body percussion accompaniments to a song (Lesson 2)</p> <p>Exploring a song arrangement and its structure (Lesson 2)</p> <p>Performing a song with a complex structure in four parts (Lesson 3)</p> <p>Developing a song performance with awareness of audience (Lesson 3)</p> <p>Understanding and using a song structure (Lesson 4)</p> <p>Applying singing techniques to improve performance (Lesson 4)</p> <p>Developing accurate ensemble playing (Lesson 5)</p> <p>Controlling short, loud sounds on a variety of instruments (Lesson 5)</p> <p>Rehearsing and improving an ensemble performance (Lesson 6)</p> <p>Preparing a performance with awareness of audience (Lesson 6)</p>

# Progression of skills St Mary's College Curriculum Music Support – Year 6

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Autumn 1	World Unit	Step dance Performance	Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	<p>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Pupils are taught to sing and play musically with increasing confidence and control</p> <p>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p>	<p>Exploring beat and syncopation through a song and body percussion (Lesson 1)</p> <p>Developing coordination and rhythm skills (Lesson 2)</p> <p>Performing a rhythmic sequence to a piece of music (Lesson 2)</p> <p>Developing the idea of pitch shape and relating it to movement (Lesson 3)</p> <p>Understanding pitch through movement and notation (Lesson 3)</p> <p>Creating rhythm patterns (Lesson 4)</p> <p>Arranging different musical sections to build a larger scale performance (Lesson 4)</p> <p>Exploring rhythm through dance (Lesson 5)</p> <p>Combining different rhythms (Lesson 5)</p> <p>Exploring ways of combining and structuring rhythms through dance (Lesson 6)</p>
Autumn 2	Journeys	Song Cycle performance	The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	<p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Pupils explore structure, texture, and pitch</p> <p>Pupils use technology appropriately</p> <p>Pupils understand and explore how music is communicated</p>	<p>Singing in three-part harmony (Lesson 1)</p> <p>Exploring expressive singing in a part-song with echoes (Lesson 2)</p> <p>Developing song cycles for performance (Lesson 3)</p> <p>Staging a performance with awareness of audience (Lesson 3)</p> <p>Singing a pop song with backing harmony (Lesson 4)</p> <p>Learning about a song's structure (Lesson 4)</p> <p>Learning to sing major and minor note patterns accurately (Lesson 5)</p> <p>Learning a pop song with understanding of its structure (Lesson 5)</p> <p>Developing a song cycle performance incorporating mixed media (Lesson 6)</p> <p>Developing planning, directing, and rehearsal skills (Lesson 6)</p>



# Progression of skills St Mary's College Curriculum Music Support – Year 6



Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Spring 1	Growth	Street Dance Performance	'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance	<p>Pupils perform and listen to music, including the works of the great composers</p> <p>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p>	<p>Feeling and moving to a three-beat pulse and revising rhythmic ostinato (Lesson 1)</p> <p>Performing and improvising rhythmic and melodic ostinato (Lesson 2)</p> <p>Singing in harmony (Lesson 3)</p> <p>Learning about chords (Lesson 3)</p> <p>Performing music and dance (Lesson 4)</p> <p>Revising, rehearsing, and developing music for performance (Lesson 5)</p> <p>Exploring extended vocal techniques (Lesson 4)</p> <p>Developing a structure to combine sounds (Lesson 4)</p> <p>Creating musical effects using contrasting pitch (Lesson 5)</p> <p>Understanding the process of a musical performance (Lesson 6)</p>
Spring 2	Root	Mini musical performance	A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spiderman Anansi, who saves the day.	<p>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Pupils appreciate and understand music drawn from different traditions</p> <p>Pupils learn to sing and play musically with increasing confidence and control</p> <p>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</p>	<p>Singing a traditional Ghanaian song (Lesson 1)</p> <p>Devising rhythmic actions to music (Lesson 1)</p> <p>Developing a performance of a musical (Lesson 1)</p> <p>Improvising descriptive music (Lesson 2)</p> <p>Singing a traditional children's game song from Ghana (Lesson 2)</p> <p>Playing rhythm cycles (Lesson 3)</p> <p>Combining rhythm cycles in a percussion piece (Lesson 3)</p> <p>Singing call and response songs in two groups (Lesson 4)</p> <p>Devising rhythmic movement (Lesson 4)</p> <p>Developing a descriptive composition (Lesson 4)</p> <p>Planning and structuring pieces to make a finale (Lesson 5)</p> <p>Combining songs with rhythmic cycles (Lesson 5)</p> <p>Developing and rehearsing for a performance (Lesson 6)</p> <p>Performing to an audience (Lesson 6)</p>

## 5. Progression of skills St Mary's College Curriculum Music Support – Year 6

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Summer 1	Class Awards	Awards show performance	An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.	<p>Pupils play and perform in solo and ensemble contexts</p> <p>Pupils are taught to sing and play musically with increasing confidence and control</p> <p>Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers</p> <p>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Learning music for a special occasion (Lesson 1)</p> <p>Composing programme music from a visual stimulus (Lesson 2)</p> <p>Singing a verse and chorus song (Lesson 3)</p> <p>Writing new verses for a rap (Lesson 3)</p> <p>Developing a song performance (Lesson 4)</p> <p>Performing together (Lessons 4, 5, and 6)</p> <p>Developing an extended performance (Lesson 5)</p> <p>Developing a song arrangement (Lesson 6)</p> <p>Rehearsing for a performance (Lesson 6)</p> <p>Performing together with an awareness of audience (Lesson 6)</p>
Summer 2	Moving on	Leavers' assembly performance	Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.	<p>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</p> <p>Pupils explore pitch, structure, duration, and appropriate musical notations</p> <p>Pupils listen with attention to detail and recall sounds with increasing aural memory</p> <p>Pupils understand and explore how music is created, produced and communicated</p>	<p>Singing a song with expression and sustained notes (Lessons 1 and 2)</p> <p>Singing in two-part and three-part harmony (Lessons 1 and 4)</p> <p>Performing complex song rhythms confidently (Lesson 2)</p> <p>Identifying the structure of a piece of music (Lesson 3)</p> <p>Learning to play a melody with chordal accompaniment (Lesson 3)</p> <p>Experiencing the effect of harmony changing (Lesson 3)</p> <p>Playing instrumental parts to accompany a song (Lesson 5)</p> <p>Performing a song with complex structure (Lesson 5)</p> <p>Listening to and understanding modulation in a musical bridge (Lesson 6)</p> <p>Preparing for a performance (Lesson 6)</p>

# Musical Progression Year 1 and 2

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
	Summer 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
	Summer 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
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

# Musical Progression Year 3 and 4



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
3	Autumn 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		
	Autumn 2	Glockenspiel 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
	Summer 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, dotted quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G, A
	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		

# Musical Progression Year 5 and 6

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	<u>Livin' On A Prayer</u>	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	Crotchets, 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	<u>Dancin' In The Street</u>	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	I'll Be There	F Major	F,G,A	F,G,A	<u>D,E,F,G,A,B,C</u>	Semibreves	Quavers, Crotchets, Minims, Semibreves and rests	Quavers, Crotchets, Minims, Semibreves, dotted notes and rests	F	F,G	F,G,A	F,G	G,A	F,G,A,C,D
	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	<u>C,Bb,D,F,C</u>	N/A			<u>C,Bb,G</u>	<u>C,Bb,G,F</u>	<u>C,Bb,G,F,C</u>	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	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, minims 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
	Summer 1	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 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

## 6. Progression of Vocabulary Year 1 and 2

	Music Progression of Vocabulary			
	Performing	Composing		Appreciate
Year 1	<a href="#">Rhythm</a> Pulse Rap Perform Singers Pitch Audience	Groove Improvise Compose Melody Bass Guitar Decks Drums Irish Folk	Keyboard Percussion Trumpets Saxophone Blues Baroque Latin Percussion	<a href="#">Listen</a> <a href="#">Mood</a> <a href="#">Feeling</a> <a href="#">Like</a> <a href="#">Dislike</a> <a href="#">Fast</a> <a href="#">Slow</a> <a href="#">Imagination</a>
Year 2	Melody (tune) Pitch Pulse Tempo Increasing Decreasing Rest Note Dynamics	Symbol Notation Structure Phrase Duration Reggae		Evaluate Improve Question and Answer

## 6.. Progression of Vocabulary Year 3—6



	Music Progression of Vocabulary			
	Performing	Composing		Appreciate
Year 3	Expression Control Notes	Metre Beat Contrast Introduction Verse Synthesizer	Riff Regae Structure	Composer Gradual Sudden Repetition Variation
Year 4	Part Memorise Improvise Harmony Texture Scale Unison Choreography	Record Standard notation Scale Dynamics Pentatonic	Turntables By ear	Silence Character of music Purpose Style Timbre
Year 5	Melodic phrase Rhythmic phrase Form Round Rondo interlude	Effect Syncopated Contrast	Bridge Backbeat Amplifier	Compare Evaluate Appraising
Year 6	Solo Lead Notations	Musical devices Chord Melody Bass line	Producer Ostinato	Refine Analyse Introduction Ending

## 7. Knowledge Mats –Reception - Me!





## 7. Knowledge Mats –Reception - My Stories!



## 7. Knowledge Mats –Reception - Everyone!

## 7. Knowledge Mats –Reception - Our World!



## 7. Knowledge Mats –Reception - Big Bear Funk!

## 7. Knowledge Mats –Reception - Reflect, Rewind and Replay!

## 7. Knowledge Mats -Year 1 - Hey You



### Knowledge Organiser - Hey You! - Year 1, Unit 1

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#### 1 – Listening: Hey You!

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?



#### 2 – Musical Activities

**Find the pulse!**

- March in time with the pulse
- Be an animal that finds the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Rap and sing Hey You! in groups
- Have fun!

**Playing instruments** using one or two notes - C or C + G. Which part did you play?

**Improvise** using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

#### 3 – Perform & Share

A class performance of Hey You! - with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Have a think...**

*What did you like doing best?*

Singing?



Rapping?



Playing?



Dancing?



Improvising?



Composing?



Listening?



**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform

## 7. Knowledge Mats - Rhythm in The Way We Walk and Banana Rap



### Knowledge Organiser - Rhythm In The Way We Walk & Banana Rap - Year 1, Unit 2



#### 1 - Listening: Rhythm In The Way We Walk & Banana Rap

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.  
Can you recognise any of these instruments in the other songs?



#### 2 – Musical Activities

**Find the pulse!**

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

**Pitch** is high and low sounds.

**Singing:** Rap and sing the songs.

Have fun!

#### 3 – Perform & Share

A class performance - with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



#### Have a think...

*What did you like doing best?*



*Singing?*



*Rapping?*



*Playing?*



*Dancing?*



*Finding the pulse?*



**Words you need to know:** Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform

## 7. Knowledge Mats - Year 1—In The Groove



### Knowledge Organiser - In The Groove— Year 1, Unit 3

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#### 1 - Listening: In The Groove

You will listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk

*Can you dance to all of these styles or move to the pulse? What about the other songs?*

*Are you “in the groove” Where is the groove? It’s inside of you!*



#### 2 - Musical Activities

##### Find the pulse!

- What animal can you be finding the pulse?

##### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

**Playing instruments** using one or two notes - C or C + D. *Which part did you play?*

**Improvise** using the notes C + D

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes C + D or C, D + E.

#### 3 - Perform & Share

A class performance of In The Groove - with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

#### Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



*Getting in the groove?*



**Words you need to know:** Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove



## 7. Knowledge Mats - Year 1—Round and Round



### Knowledge Organiser - Round And Round — Year 1, Unit 4

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#### 1 - Listening: Round And Round

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.  
Can you recognise any of these instruments in the other songs?



#### 2 - Musical Activities

**Find the pulse!**

- Use your imagination to find the pulse!

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds.

#### 3 — Perform & Share

A class performance of Round And Round - with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Singing** and dancing and having fun!

**Playing instruments** using up to three notes - D or D, F, C + D. Which part did you play?

**Improvise** using the notes D + E:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

#### Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



**Words you need to know:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience

## 7. Knowledge Mats - Year 1—Your Imagination



### Knowledge Organiser - Your Imagination - Year 1, Unit 5

#### 1 - Listening: Your Imagination

**Find the pulse as you are listening to the music:** Use your imagination as you move, What did you see as you listened and closed your eyes?

**The instruments/voices you can hear:** Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs?



#### 2 - Musical Activities

**Find the pulse!**

- Can you be a pop star finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

**Singing** and have fun using your imagination

**Playing instruments** using one or two notes: C or C + G. Which part did you play?

#### 3 – Perform & Share

A class performance of Your Imagination - with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

**Compose** a simple melody using simple rhythms choosing from the notes C + D or C, D + E.

Which notes did you use?

#### Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



**Words you need to know:** Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

## 7. Knowledge Mats - Year 2—Hands, Feet, Heart



### Knowledge Organiser - Hands, Feet, Heart — Year 2, Unit 1

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#### 1 — Listening: Hands, Feet, Heart

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



#### 2 — Musical Activities

**Find the pulse!**

- What animal can you be finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Sing Hands, Feet, Heart in groups
- Have fun!

**Playing instruments** using up to three notes

– G or G, A + C. *Which part did you play?*

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

*Which notes did you use?*

#### 3 — Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

#### Have a think...

*What did you like doing best?*

*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



**This unit is about South Africa and South African music**

**Words you need to know:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

## 7. Knowledge Mats - Year 2—Ho, Ho, Ho



### Knowledge Organiser - Ho Ho Ho — Year 2, Unit 2

#### 1 - Listening: Ho Ho Ho (A fun song about Christmas)

**Find the pulse as you are listening to the music:** Move to the music and feel the groove.

**Instruments/voices you can hear:** Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



#### 2 — Musical Activities

##### Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

##### Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

**Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

**Playing instruments** using up to three notes - G or G, A and B. *Which part did you play?*

**Singing:** Rap and sing Ho Ho Ho. Have fun!

**Improvise** using words

#### 3 — Perform & Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

#### Have a think...

*What did you like doing best?*



*Singing?*



*Rapping*



*Dancing?*



*Playing?*



*Listening?*



**This unit is about Christmas and having fun!**

**Words you need to know:** Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo



## 7. Knowledge Mats - Year 2- I Wanna Play in a Band



### Knowledge Organiser - I Wanna Play In A Band – Year 2, Unit 3

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#### 1 - Listening: I Wanna Play In A Band

**Find the pulse as you are listening to the music:** You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

**Instruments/voices you can hear:** keyboard, drums, bass, electric guitar, singers.



#### 2 - Musical Activities

**Find the pulse!**

- You decide what you will be.

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

**Singing** in all the different styles!

**Playing instruments** using up to three notes - F or D and C. *Which part did you play?*

**Improvise** using the notes F + G:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

*Which challenge did you get to?*

**Compose a simple melody** using simple rhythms, choosing from the notes F + G or F, G + A.

#### 3 – Perform & Share

A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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#### Have a think...

*What did you like doing best?*



*Singing?*



*Playing?*



*Dancing?*



*Improvising?*



*Composing?*



*Listening?*



*Being a rock star?*



**This unit is about playing together in a band and rock music**

**Words you need to know:** Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## 7. Knowledge Mats - Year 2– Zootime



### Knowledge Organiser - Zootime - Year 2, Unit 4

#### 1 - Listening: Zootime

Find the pulse as you are listening to the music: Dance, wiggle, march, clap.

Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers.



#### 2 - Musical Activities

Find the pulse!

- Be an animal of your choice

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

**Pitch** is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

#### 3 – Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Singing** and dancing and having fun!

**Playing instruments** using up to two notes - C or C + D. Which part did you play?

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

**Compose a simple melody** using simple rhythms, choosing from the notes C + D or C, D + E.

#### Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about animals and Reggae music

**Words you need to know:** Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## 7. Knowledge Mats - Year 2– Friendship Song



### Knowledge Organiser - Friendship Song - Year 2, Unit 5

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#### 1 - Listening: Friendship Song

**Find the pulse as you are listening to the music:** Dance, move, sway with your friends

**Instruments/voices you can hear:** Keyboard, drums, bass, a female singer, a glockenspiel



#### 2 - Musical Activities

**Find the pulse!**

- You can decide how to find the pulse!

**Clapping Rhythms**

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

**Singing** in two-parts

**Playing instruments** using up to three notes

– C or E and G. Which part did you play?

**Improvise** using the notes C + D

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.

Which notes did you use?

#### 3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

#### Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about being friends

**Words you need to know:** Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

## 7. Knowledge Mats - Year 3– Let Your Spirit Fly

### Knowledge Organiser - Let Your Spirit Fly - Year 3, Unit 1

#### 1 | Listen & Appraise: Let Your Spirit Fly (RnB)

Structure: Introduction, verse, chorus.

Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

#### 2 - Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes - C + D.

Bronze: no notes | Silver: C, sometimes D

Gold: C + D challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes - C, D + E.

Which part did you play?

Improvise using up to 3 notes - C, D + E.

Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

#### 3 - Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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#### About this Unit

Theme: RnB and other musical styles.

Facts/info: RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

Listen to 4 other songs/pieces:

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

#### Reflection

What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of RnB music? How do you know this is RnB music?



## 7. Knowledge Mats - Year 3– Glockenspiel Stage 1

### Knowledge Organiser - Glockenspiel Stage 1 - Year 3, Unit 2

#### 1 - Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

**Improvise** with Dee Cee's Blues using the notes C + D.

**Compose** using the notes C, D, E + F.



#### 2 - Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

#### About this Unit

**Theme:** Exploring and developing playing skills using the glockenspiel.

**Vocabulary:** Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

#### Reflection

*What did you like best about this Unit? Why?  
Was there anything you didn't enjoy about it?  
Why?*

*Did you have any strong feelings about it?  
Were you proud of yourself, happy or annoyed?*

## 7. Knowledge Mats - Year 3– Three Little Birds

### Knowledge Organiser - Three Little Birds - Year 3, Unit 3

#### 1 - Listen & Appraise: Three Little Birds (Reggae)

**Structure:** Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

**Instruments/voices you can hear:** Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

**Find the pulse as you are listening:** Dance, clap, sway, march, be an animal or a pop star.

#### 2 - Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes - C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

*Which challenge did you get to?*

**Singing** in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes - C, D + E. *Which part did you play?*

**Improvise** using up to 3 notes - C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Themes:** Reggae, happiness and animals.

**Facts/info:** Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

**Listen to 5 other reggae songs:**

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

**Vocabulary:** Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

*What are the 'style indicators' of Reggae music? How do you know this is Reggae music?*

## 7. Knowledge Mats - Year 3– The Dragon Song

### Knowledge Organiser - The Dragon Song — Year 3, Unit 4

#### 1 - Listen and Appraise: The Dragon Song

Themes: Kindness, respect, friendship, acceptance and happiness.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

*Do the words of the song tell a story? Does the music create a story in your imagination? What story?*

#### 2 - Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes - G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

Play instrumental parts with the song

by ear and/or from notation using the

easy or medium part. You will be using up

to 3 notes - G, A + B. *Which part did you play?*

**Improvise** using up to 3 notes - G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

#### 3 - Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



#### About this Unit

Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Facts/info: This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Listen to 5 folk melodies from around the world:

- Birdsong - Chinese Folk Music
- Vaishnava Java - A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

**Vocabulary:** Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

#### Reflection

*This song will help you to think about many things, including the respect we must have for each other and the environment.*

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

## 7. Knowledge Mats - Year 3– Bringing Us Together

### Knowledge Organiser - Bringing Us Together - Year 3, Unit 5

#### 1 - Listen and Appraise: Bringing Us Together (Disco)

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

*Do the words of the song tell a story? Does the music create a story in your imagination? What story?*

#### 2 - Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes - C + A.

Bronze: no notes | Silver: C + A | Gold: C + A challenge. Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes - C, A + G.

*Which part did you play?*

Improvise using up to 2 notes - C + A.

Bronze: C | Silver: C, and sometimes A |

Gold: C + A challenge.

*Which challenge did you get to?*

Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

#### 3 - Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



#### About this Unit

Theme: This is a Disco song about friendship, peace, hope and unity.

Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

#### Listen to 5 other disco songs

- Good Times by Nile Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

*What are the 'style indicators' of Disco music? How do you know this is Disco music?*



## 7. Knowledge Mats - Year 4– Mamma Mia

### Knowledge Organiser – Mamma Mia – Year 4, Unit 1

#### 1 | Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening.

#### 2 - Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes - G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in unison

Play instrumental parts with the song

by ear and/or from notation using the easy or medium part. You will be using up to 3 notes - G, A + B. Which part did you play?

Improvise using up to 3 notes - G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

#### 3 - Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



#### About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

#### Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

## 7. Knowledge Mats - Year 4– Glockenspiel 2

### Knowledge Organiser - Glockenspiel Stage 2 - Year 4, Unit 2

#### 1 - Musical Activities using glocks

Learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

#### 2 - Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Theme:** Exploring and developing playing skills using the glockenspiel.

**Vocabulary:** Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

## 7. Knowledge Mats - Year 4– Stop!

### Knowledge Organiser - Stop! - Year 4, Unit 3

#### 1 - Listen & Appraise: Stop! (Grime)

**Structure:** Intro and 6 rapped verses, each with a sung chorus.

**Instruments/voices you can hear:** Digital/electronic sounds, turntables, synthesisers, drums.

*Can you find the pulse as you are listening?* Dance, clap, sway, march, be an animal or a pop star.

#### 2 - Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes - C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

*Which challenge did you get to?*

**Singing** and rapping in unison and in parts.

**Compose** your own rapped lyrics about bullying or another topic or theme that you decide.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Compositions • Rapped lyrics that you composed



#### About this Unit

**Theme:** Grime and other styles of music.

**Facts/info:** Stop! is a song/rap written in a Grime style for you to compose your own lyrics.

Listen to 5 pieces of music in different styles:

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

**Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

#### Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

## 7. Knowledge Mats - Year 4– Lean on Me

### Knowledge Organiser - Lean On Me - Year 4, Unit 4

#### 1 - Listen & Appraise: Lean On Me (Soul/Gospel)

**Structure:** Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.

**Instruments/voices you can hear:** Male vocal, backing vocal, piano, bass, drums, organ.

**Can you find the pulse as you are listening?** Dance, clap, sway, march, be an animal or a pop star.

#### 2 - Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes - F + G.

Bronze: no notes | Silver: F, sometimes G |

Gold: F + G challenge.

**Which challenge did you get to?**

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes - C, E, F + G.

**Which part did you play?**

**Improvise** using up to 3 notes - F, G + A.

Bronze: F | Silver: F + G | Gold: F, G + A challenge.

**Which challenge did you get to?**

**Compose** a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.

#### 3 - Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Theme:** Soul/Gospel music and helping each other.

**Facts/info:** Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.

**Listen to 5 other soul/gospel songs:**

- He Still Loves Me by Walter Williams and Beyoncé
- Shackles by Mary Mary
- Amazing Grace by Elvis Presley
- Ode To Joy Symphony No 9 by Beethoven
- Lean On Me by The ACM Gospel Choir

**Vocabulary:** Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*



## 7. Knowledge Mats - Year 4– Blackbird

### Knowledge Organiser - Blackbird - Year 4, Unit 5

#### 1 - Listen & Appraise: Blackbird (Pop)

Themes: Equality, civil rights.

Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

*Do the words of the song tell a story? Does the music create a story in your imagination? What story?*

#### 2 - Musical Activities using glocks and/or recorders

Warm-up games play and copy back using

2 notes - C + D.

Bronze: no notes | Silver: C | Gold: C, sometimes D challenge.

*Which challenge did you get to?*

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes - C, D + E. *Which part did you play?*

Improvise using up to 3 notes - C, D + E.

Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge.

*Which challenge did you get to?*

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

#### 3 - Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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#### About this Unit

Themes: The Beatles, equality and civil rights.

Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement - led by Martin Luther King Jr. - challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.

#### Listen to 5 other songs by The Beatles

- Yellow Submarine
- Hey Jude
- Can't Buy Me
- Yesterday
- Let It Be

Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

## 7. Knowledge Mats - Year 5– Livin' on a Prayer

### Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

#### 1 – Listen & Appraise: Livin' On A Prayer (Rock)

**Structure:** Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

**Instruments/voices you can hear:** Lead vocal, electric guitar, bass guitar, drums, keyboard.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B. challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G

*Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

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#### About this Unit

**Theme:** Rock anthems.

#### Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

#### Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

**Vocabulary:** Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Rock music?**

*How do you know this is Rock music?*

### Knowledge Organiser – Classroom Jazz 1 – Year 5, Unit 2

#### 1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

**Structure (Three note Bossa):** Intro tune, lead tune, lead repeated, improvisation, lead repeated.

**Structure (Five note Swing):** 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

**Instruments/voices you can hear:** Piano, bass, drums, glockenspiel

#### 2 – Musical Activities using glocks and/or recorders

**Play instrumental parts** with the music by ear using the notes G, A + B and D, E, G, A + B.

**Improvise** in a Bossa Nova style using the notes G, A + B.

**Improvise** in a swing style using the notes D, E, G, A + B.

*Did you play both? Which notes did you use?*

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances



#### About this Unit

**Themes:** Jazz and improvisation, and Swing.

#### Facts/info:

- Bossa Nova originated in South America.
- Swing became popular in the 1940s.

#### Listen to 4 other bossa nova or swing pieces:

- Desafinado by Stan Getz (swing)
- Cotton Tail by Ben Webster
- 5 Note Swing by Ian Gray
- Perdido by Woody Herman

**Vocabulary:** Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

#### What are the 'style indicators' of Bossa Nova and Swing?

*How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?*



## 7. Knowledge Mats - Year 5– Make You Feel my Love

### Knowledge Organiser – Make You Feel My Love – Year 5, Unit 3

#### 1 – Listen & Appraise: Make You Feel My Love (Pop)

**Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

**Instruments/voices you can hear:** Strings, piano, guitar, bass, drums.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

*Which part did you play?*

**Improvise** using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge

*Which challenge did you get to?*

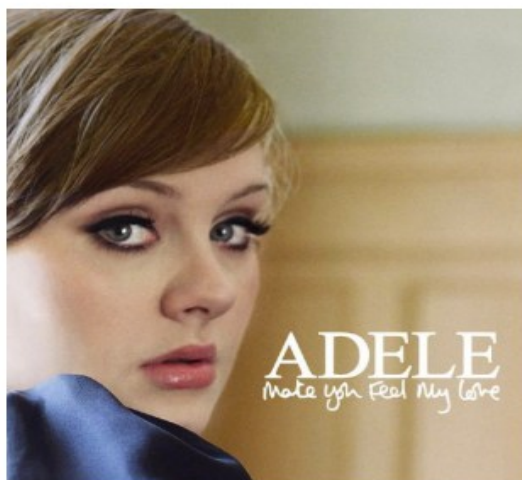
**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Theme:** Pop ballads.

**Facts/info:** Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

#### Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Ritchie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

**Vocabulary:** Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of a Pop ballad?**

*How do you know this is a Pop ballad?*

## 7. Knowledge Mats - Year 5– The Fresh Prince of Bel-Air

### Knowledge Organiser – The Fresh Prince Of Bel-Air – Year 5, Unit 4

#### 1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

**Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

**Instruments/sounds you can hear:** Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

*Which challenge did you get to?*

**Singing/rapping** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A.

*Which part did you play?*

**Improvise** using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

*Which challenge did you get to?*

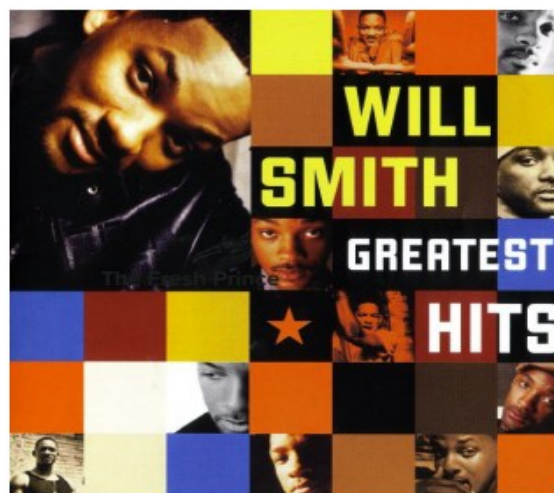
**Compose** a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Theme:** Old-school Hip Hop.

##### Facts/info:

The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

##### Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

**Vocabulary:** Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

##### What are the 'style indicators' of Hip Hop?

*How do you know this is Hip Hop?*

*Are there other hip hop artists do you know or like listening to? Any young female rappers?*



## 7. Knowledge Mats - Year 5– Dancing in the Street

### Knowledge Organiser – Dancing In The Street – Year 5, Unit 5

#### 1 – Listen & Appraise: Dancing In The Street (Motown)

**Structure:** Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

**Instruments/voices you can hear:** Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

**Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture?

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – F, G + A.

Bronze: F | Silver: F + G | Gold: F, G + A challenge.

*Which challenge did you get to?*

**Singing** in unison. And with backing vocals

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).

*Which part did you play?*

**Improvise** using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge  
*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D, E, F + G.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Theme:** Motown.

**Facts/info:** Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

**Listen to 5 other Motown songs:**

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson

**Vocabulary:** Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of Motown?**

*How do you know this is Motown?*

## 7. Knowledge Mats - Year 6– Happy

### Knowledge Organiser – Happy – Year 6, Unit 1

#### 1 – Listen & Appraise: Happy (Pop/Neo soul)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.

*Which part did you play?*

**Improvise** using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

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#### About this Unit

**Theme:** Being Happy!

##### Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

##### Listen to 5 other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

**Vocabulary:** style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?*



## 7. Knowledge Mats - Year 6– Classroom Jazz 2



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### Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2

#### 1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

#### 2 – Musical Activities using glocks and/or recorders

**Play instrumental parts** with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

**Improvise** in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

**Improvise** in a Blues style using the notes C, Bb, G, F + C.

*Did you do both? Which notes did you use?*

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Themes:** Jazz, improvisation and composition.

#### Facts/info:

- Bacharach Anorak has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

#### Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O' Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

**Vocabulary:** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would to share about it?*

*Can you find out more about these styles of music?*



## 7. Knowledge Mats - Year 6– A New Year Carol



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MUSICAL SCHOOL

### Knowledge Organiser – A New Year Carol – Year 6, Unit 3

#### 1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

*Mood and story told?*

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** pulse, rhythm and pitch games:

- Learn to clap some of the the rhythms used in the song
- Learn some musical phrases that you will sing in the song

Did you try the extension rhythm and pitch game?

**Singing** in unison. Sing the song in its original style, and the Urban Gospel version.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



#### About this Unit

**Theme:** Benjamin Britten's music and cover versions.

**Facts/info:**

**Listen to other songs by Britten and cover versions of them:**

- I Mun Be Married on Sunday
- Fishing Song

**Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would to share about it?*

*What cover version are there of this song?*

## 7. Knowledge Mats - Year 6– You've Got a Friend

### Knowledge Organiser – You've Got A Friend – Year 6, Unit 4

#### 1 – Listen & Appraise: You've Got A Friend (The music of Carole King)

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

#### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge.

*Which challenge did you get to?*

**Singing** in unison.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.

*Which part did you play?*

**Improvise** using up to 3 notes – A, G + E.

Bronze: A | Silver: A + G | Gold: A, G + E challenge

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

#### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



#### About this Unit

**Theme:** The music of Carole King.

##### Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write pop songs for artists to perform.

##### Listen to 5 other songs written by Carole King:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

**Vocabulary:** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

#### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Do you have any strong thoughts or feelings you would to share about it?*



## 7. Knowledge Mats - Year 6– Music and Me



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MUSICAL SCHOOL

### Knowledge Organiser — Music and Me — Year 6, Unit 5

#### 1 – Listen & Appraise music from four different inspirational female artists

As you listen to each of the featured artists, think about:

*What could you hear? Did you recognise any instrumental sounds or voices?*

*Did you like the music? Why? Or why not?*

*Did anything stand out to you about any of the pieces you listened to?*

#### 2 – About the Artists

The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

Questions to think about in this unit:

*How do they each go about creating music?*

*How has creating music helped them to build their confidence?*

*How do you know that making music and performing makes them happy?*

*What do they say about themselves through their music?*

#### 3 – Create

You will write your own music using 'Music and Me' ('Identity') as your theme.

From the list below, which options and which tools did you choose? Did you work alone? Or in a group?

- Which 'beat' did you use?
- Music Explorer
- An instrument
- Write a rap
- Write lyrics for a song
- Use 'Quickbeats'
- A combination of the above
- Interview each other

#### 4 – Perform, Share and Present

Decide how your group will introduce your composition and how much you will tell your audience about it.

How did you put your identity into the music and the performance?

Record the performance and talk about it afterwards.

#### About this Unit

**Theme:** Music and Me: Identity

**Facts/Info:**

- **Anna Meredith - Something Helpful.** Anna is a British composer and performer of Electronic and Acoustic music.
- **Shiva Feshareki - O and V-A-C Moscow.** Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
- **Eska Mtungwazi - Heroes & Villains and Shades Of Blue.** Eska is a London-born UK singer-songwriter and multi-instrumentalist.
- **Afrodeutsche - And! and The Middle Middle.** Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- **Listen to and find out about 6 other artists from the Inspirational Women's Timeline.**

**Vocabulary:** Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.

#### Reflection

*What are you most proud of about the music you have written?*

*Do you have any strong thoughts or feelings you would like to share about it?*

*What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?*

## 8. Key Progress Indicators Year 1

MUSIC- Year 1		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<ul style="list-style-type: none"> <li>-Can they accompany a chant song by clapping the rhythm?</li> <li>-Can they take part in singing showing awareness of melody?</li> <li>-Can they sing a melody accurately at their own pitch?</li> <li>-Can they make and control long and short sounds (duration) in different ways including hitting, blowing and shaking?</li> <li>-Can they imitate changes in pitch- high and low?</li> <li>-Can they create long and short sounds using classroom instruments?</li> <li>-Can they create a simple rhythm by clapping or using percussion, playing untuned instruments with control?</li> <li>-Can they play instruments in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>-Can they carefully choose sounds to achieve an effect (including use of ICT)?</li> <li>-Can they order sounds to create an effect (structure- beginnings/endings)?</li> <li>-Can they create short musical patterns?</li> <li>-Can they create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g. hitting, blowing, shaking, clapping?</li> <li>-Can they use pitch changes to communicate an idea?</li> <li>-Can they start to compose with two or three notes?</li> <li>-Can they make sounds with a slight difference, with help?</li> </ul>	<ul style="list-style-type: none"> <li>-Can they listen for different types of sounds?</li> <li>-Do they know how sounds are made and changed?</li> <li>-Can they identify texture- one sound or several sounds?</li> <li>-Can they identify sounds that represent different things (ideas, thoughts, feelings, moods etc.)?</li> <li>-Can they identify and name classroom instruments?</li> <li>-Can they say what they like or dislike about a piece of music?</li> <li>-Can they listen to a piece of music, describing if it is fast or slow, happy or sad?</li> <li>-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?</li> </ul>

## 8. Key Progress Indicators Year 1

Greater Depth		
<ul style="list-style-type: none"><li>- Can they sing with a sense of awareness of pulse and control of rhythm?</li><li>-Can they perform long and short sounds in response to symbols?</li><li>-Can they create a simple rhythm by clapping or using percussion, playing instru-</li></ul>	<ul style="list-style-type: none"><li>- Can they make different sounds that give a message?</li></ul>	<ul style="list-style-type: none"><li>- Can they identify the pulse and join in getting faster and slower together?</li><li>-Can they identify how different sounds give a message?</li></ul>

## 8. Key Progress Indicators Year 2

MUSIC- Year 2		
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>-Can they compose and perform melodies using two or three notes?</p> <p>-Can they use sound to create abstract effects (including using CT)?</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>-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?-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>

## 8. Key Progress Indicators Year 1

### Greater Depth

- Can they follow pitch movements with their hands and use high low and middle voices?

-Can they play and sing a phrase from dot notation?

-Can they identify different groups of in-

- Can they change sounds to reflect different stimuli?

- Can they accompanying a chant or song by clapping the pulse?

-Can they identify how sounds change to reflect different stimuli?

## 8. Key Progress Indicators Year 3

MUSIC- Year 3		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<ul style="list-style-type: none"> <li>-Can they sing songs from memory with accurate pitch and in tune?</li> <li>-Do they show control in voice and pronounce the words in a song clearly (dictation)?</li> <li>-Can they sing songs confidently both solo and in groups?</li> <li>-Can they play notes on instrument clearly and including steps/ leaps and pitch?</li> <li>-Can they perform own part with increased control or accuracy when singing or playing both tuned and untuned percussion?</li> <li>-Do they know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)?</li> <li>-Can they play with a sound-then-symbol approach?</li> <li>-Can they use silence for effect and know symbol for a rest (duration)?</li> <li>-Can they improvise (including call and response) within a group using 1 or 2 notes?</li> <li>-Can they create and repeat extended rhythmic patterns, vocally or by clapping?</li> </ul>	<ul style="list-style-type: none"> <li>-Can they compose and perform melodies using three or four notes?</li> <li>-Can they make creative use of the way sounds can be changed, organised and controlled (including ICT)?</li> <li>-Can they create accompaniments for tunes using drones or melodic ostinato (riffs)?</li> <li>-Can they create (dotted) rhythmic patterns with awareness of timbre and duration?</li> <li>-Can they use musical dimensions together to compose music?</li> </ul>	<ul style="list-style-type: none"> <li>-Can they internalise the pulse in music?</li> <li>-Do they know the difference between pulse and rhythm?</li> <li>-Can they start to use musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure?</li> <li>-Can they use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece?</li> <li>-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)?</li> <li>-Can they describe different purposes of music in history/ other cultures?</li> </ul>



## 8. Key Progress Indicators Year 3

Greater Depth		
<ul style="list-style-type: none"><li>- Do they understand how mouth shapes can affect voice sounds?</li><li>-Can they make their own symbols for notation as part of a class score?</li></ul>	<ul style="list-style-type: none"><li>- Can they create an accompaniment to a known song?</li></ul>	<ul style="list-style-type: none"><li>- Can they identify and recall rhythmic and melodic patterns.</li><li>-Can they identify different melodic patterns?</li><li>-Can they recognise how music can reflect different intentions?</li></ul>

## 8. Key Progress Indicators Year 4

MUSIC- Year 4		
Performing and Improvising	Composing (including notation)	Listening and Appraising
<ul style="list-style-type: none"> <li>-Can they sing in tune, breathe well, pronounce words, change pitch and dynamics?</li> <li>-Can they sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture)?</li> <li>-Can they perform significant parts from memory and notation, either on a musical instrument or vocally?</li> <li>-Can they read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)?</li> <li>-Can they follow a basic melody line, using standard notation?</li> <li>-Can they improvise within a group using more than 2 notes?</li> <li>-Can they create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments?</li> </ul>	<ul style="list-style-type: none"> <li>-Can they compose and perform melodies using four or five notes?</li> <li>-Can they use a variety of different musical devices including melody, rhythms and chords?</li> <li>-Can they record own compositions?</li> <li>-Can they create own songs (raps-structure)?</li> <li>-Can they identify where to place emphasis and accents in a song to create effects (duration)?</li> <li>-Can they combine sounds expressively (all dimensions) to create an accompaniment to a known song?</li> </ul>	<ul style="list-style-type: none"> <li>-Do they know how pulse stays the same but rhythm changes in a piece of music?</li> <li>-Can they use more musical dimensions vocabulary to describe music-duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony?</li> <li>-Can they identify orchestral family timbres?</li> <li>-Can they identify cyclic patterns?</li> <li>-Can they recall sounds with increasing aural memory?</li> <li>-Can they describe and compare and then evaluate different kinds of music using appropriate musical vocabulary?</li> <li>-Can they listen to several layers of sound (texture) and talk about the effect on mood and feelings?</li> <li>-Do they know that sense of occasion affects performance?</li> <li>-Can they describe different purposes of music in history/other cultures?</li> <li>-Can they describe how a piece of music makes them feel, making an attempt to explain why?</li> </ul>

## 8. Key Progress Indicators Year 4

Greater Depth		
<ul style="list-style-type: none"><li>-Can they sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics?</li><li>-Can they perform using a notation as a support?</li><li>-Can they play accompaniments with con-</li></ul>	<ul style="list-style-type: none"><li>-Can they create descriptive music in pairs or small groups?</li></ul>	<ul style="list-style-type: none"><li>- Can they identify repeated patterns used in a variety of music (ostinato)?</li><li>-Can they analyse how sounds are used to create different moods?</li></ul>

## 8. Key Progress Indicators Year 5

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

## 8. Key Progress Indicators Year 5

Greater Depth		
<ul style="list-style-type: none"><li>- Can they sing a round two parts and identify the melodic phrases and how they fit together?</li><li>-Can they sing songs using staff notation?</li><li>-Can they create different effects using combinations of pitched sounds?</li></ul>	<ul style="list-style-type: none"><li>- Can they explore, select and combine a variety of different sounds to compose a sound-scape?</li></ul>	<ul style="list-style-type: none"><li>- Can they perform an independent part keeping to a steady beat?</li><li>-Can they identify different melodic patterns?</li><li>-Do they show an awareness of audiences, venue and occasion?</li></ul>

## 8. Key Progress Indicators Year 6

### MUSIC- Year 6

Performing and Improvising	Composing (including notation)	Listening and Appraising
<ul style="list-style-type: none"> <li>-Can they sing or play from memory with confidence?</li> <li>-Can they maintain own part in a round/sing a harmony/play accurately with awareness of what others are playing?</li> <li>-Can they sing a round two parts and identify the melodic phrases and how they fit together?</li> <li>-Can they play more complex instrumental parts?</li> <li>-Can they take the lead in a performances and provide suggestions to others?</li> <li>-Can they identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances?</li> <li>-Do they know and use standard musical notation to perform and record own music (adding dotted quavers)?</li> <li>-Can they sing songs using staff notation?</li> <li>-Can they improvise using 5 notes of the pentatonic scale?</li> <li>-Can they improvise using 5 or more notes to compose and perform melodies?</li> </ul>	<ul style="list-style-type: none"> <li>-Can they make a sequence of long and short sounds with help (duration)?</li> <li>-Can they clap longer rhythms with help?</li> <li>-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)?</li> <li>-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)?</li> <li>-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 sound-scape?</li> </ul>	<ul style="list-style-type: none"> <li>-Do they know how the other dimensions of music are sprinkled through songs and pieces of music?</li> <li>-Can they perform an independent part keeping to a steady beat?</li> <li>-Can they use musical vocabulary confidently to describe music?</li> <li>-Can they work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing?</li> <li>-Can they use increased aural memory to recall sounds accurately?</li> <li>-Can they identify and explore the relationship between sounds and how different meanings can be expressed through sound and music?</li> </ul>

## 8. Key Progress Indicators Year 6

Greater Depth		
<ul style="list-style-type: none"><li>-Are they beginning to have an awareness of improvisation with the voice?</li><li>-Can they sing and perform using instruments using staff notations as support?</li><li>- Can they use ICT to change and manipulate sounds?</li></ul>	<ul style="list-style-type: none"><li>- Can they use a range of stimuli and develop musical ideas into a completed composition?</li></ul>	<ul style="list-style-type: none"><li>- Can they subdivide the pulse while keeping to a steady beat?</li><li>-Can they recognise and explore different combinations of pitch sounds?</li><li>-Can they describe how music can be used to create expressive effects and convey emotion?</li><li>-Can they describe different purposes of music in history/ other cultures?</li></ul>