

Music Whole School Overview

The **Charanga** scheme is used by Years 1-6. Each Unit of Work comprises of strands of musical learning. These include – Listening and Appraising, Singing, Playing Instruments, Improvisation, Composition and Performing. All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The children develop these skills which form part of the learning spiral. Over time, children both develop new musical skills and concepts, and re-visit established musical skills and concepts in order to master them. Charanga enables children to understand these concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities and in relation to different styles of music enables a more secure, deeper learning and mastery of musical skills.

The skills and knowledge progress in a number of ways, including, but not limited to the increase in complexity of songs and the discussions around these when appraising. They also progress through an increase in notes used and more complex rhythm patterns when following notation, composing and improvising. For example: In Year 1 the children compose by adding notes to an existing piece of music which they have previously appraised. In Year 6, the children learn about inspirational females in the music industry. They learn about identity and compose their own music to represent their identities.

Within Early Years, the children will listen and appraise various pieces of music linked to the topic each half term, whilst developing key musical skills. The children will be taught through the 'Tune into Talking' scheme.

All children are expected to contribute to a performance by singing, playing an instrumental part, improvising or by performing a composition on multiple occasions throughout the year. Performances are recorded and children are encouraged to reflect on these, discussing their thoughts and feelings towards it and how it may be improved.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself	Colour and Light	Winter	Space	Growth and Lifecycles	Animals
	Singing	Singing	Singing	Singing	Singing	Singing
	Begin to experience the	Continue to experience the	Experience and explore	Experiment with and	Begin to sing the pitch of a	Begin to sing the pitch of a
	use	use of pitch, volume and	the use of pitch, volume	explore the use of pitch,	tone sung by another person.	tone sung by another
	of pitch, volume and	intonation.	and intonation.	volume and intonation.	Begin to sing the melodic	person.
	intonation.	Performing	Performing	Performing	shape of familiar songs.	Begin to sing the melodic
	Performing	Begin to engage with non-	Engage with non-verbal	Engage with non-verbal	Performing	shape of familiar songs.
	Experience and begin to	verbal rules of	rules of	rules of	Engage with non-verbal rules	Performing
	engage with non-verbal	communication.	communication.	communication.	of communication.	



	rules of communication including looking, listening and turn taking. <u>Composing</u> Begin to explore the	<u>Composing</u> Continue to explore the sounds instruments and objects make. Appraising	<u>Composing</u> Continue to explore the sounds instruments make. Appraising	<u>Composing</u> Begin to play instruments with increasing control. Appraising	<u>Composing</u> Continue to explore the sounds instruments make. Begin to play instruments with increasing control.	With more accuracy, engage with non-verbal rules of communication. <u>Composing</u> Continue to explore the
	sounds instruments and various objects make. <u>Appraising</u> Listen with increasing attention to sounds Begin to remember and sing entire songs.	Listen with increasing attention to sounds Begin to remember and sing entire songs	Listen with increasing attention to sounds Remember and sing entire songs.	Listen with increasing attention to sounds Remember and sing entire songs.	Appraising Listen with increasing attention to sounds Remember and sing entire songs with confidence.	sounds instruments make. Continue to play instruments with increasing control. <u>Appraising</u> Listen with increasing attention to sounds
						Remember and sing entire songs with confidence.
Reception	Where do I live?	Celebrations	Weather		work towards the Early Learning e and Expressive). Children will b	
	Singing	Singing	Singing		skills will be revisited each half	
	Begin to explore the use of	Begin to explore the use of	Continue to explore the	updated in due course.		
	their voices in different	their voices in different	use of their voices in			
	ways.	ways.	different ways.			
	Experience and begin to	To begin to sing a range of	To begin to sing a range			
	sing a range of well-known	well-known rhymes and	of well-known rhymes			
	rhymes and songs.	songs.	and songs.			
	Begin to copy a so-mi	Begin to copy a so-mi	Begin to copy a so-mi			
	pattern.	pattern.	pattern.			
	Performing	Begin to respond to	Continue to respond to			
	To begin to attempt to	obvious changes in pitch.	obvious changes in			
	move in time to the music.	Performing	pitch.			
	Begin to perform rhymes,	To attempt to move in time	<u>Performing</u>			
	poems, stories and songs.	to the music.	To attempt to move in			
	Experience unison and 2-	Begin to perform rhymes,	time to the music.			
	part textures.	poems, stories and songs.	Continue to perform			
	Begin to copy simple	Experience unison and 2-	rhymes, poems, stories			
	rhythms.	part textures.	and songs.			
	Composing	Experience changes in	Experience unison and			
	Begin to listen to and	tempo and pitch when	2-part textures.			
	appreciate the difference	playing instruments and	Begin to recognise and			
	between sounds made	vocally.	broadly control changes			
	with instruments.	Begin to copy simple	in tempo and pitch			
		rhythms.	when playing			



Degin to experiment with	Degin to remember	instruments and
Begin to experiment with,	Begin to remember	instruments and
and change sounds.	patterns of sound.	vocally.
Appraising	<u>Composing</u>	Continue to copy simple
Begin to listen to a piece	Begin to recognise and	rhythms.
of music and respond	broadly control changes in	Begin to remember
physically when led.	timbre when playing	patterns of sound.
To begin to aurally	instruments and vocally.	Composing
recognise the sounds of a	Listen to and appreciate	Continue to recognise
small range of classroom	the difference between	and broadly control
instruments.	sounds made with	changes in timbre when
Begin to use a wide	instruments.	playing instruments and
vocabulary to discuss	Begin to experiment with,	vocally.
sounds instruments make.	and change sounds.	Continue to listen to
Begin to respond to	Appraising	and appreciate the
obvious changes in tempo	Begin to listen to a piece of	difference between
and dynamics.	music and respond	sounds made with
	physically when led.	instruments.
	To begin to aurally	Begin to experiment
	recognise the sounds of a	with, and change
	small range of classroom	sounds.
	instruments.	Appraising
	Begin to use a wide	Continue to listen to a
	vocabulary to discuss	piece of music and
	sounds instruments make.	respond physically
	Begin to respond to	when led.
	obvious changes in tempo	To continue to aurally
	and dynamics.	recognise the sounds of
	, Begin to recognise loud	a small range of
	and quiet sounds using	classroom instruments.
	voice, body percussion and	To use a wide
	instruments.	vocabulary to discuss
		sounds instruments
		make.
		Begin to respond to
		obvious changes in
		tempo and dynamics.
		Recognise loud and
		quiet sounds using
		voice, body percussion
		voice, body percussion and instruments.



Year 1	Hey You!	Rhythm in the way we walk	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	Style: Old-School Hip Hop	and Banana Rap	Style: Blues, Latin, Folk,	Style: Latin Bossa Nova,	Style: Pop	Style: Classical
		Style: Reggae, Hip Hop	Funk, Baroque, Bhangra	Film music, Big Band		
	Singing:			Jazz, Mash-up, Latin	Singing:	Singing:
	Rap and sing in time to the	Singing:	Singing:	fusion	Ensemble	Rap and sing in time to the
	music.	Rap and sing in time to the	Ensemble		Sing in unison and in two	music.
	Performing:	music.	Sing as part of a group	Singing:	parts.	Understand that pitch is
	Pulse	Begin to understand that	and in time to the music	Sing a song together	Performing:	high and low sounds.
	March in time with the	pitch is high and low	in more than one style.	with the actions.	Pulse	Ensemble
	pulse.	sounds.	Performing:	Performing:	Find the pulse (body	Sing in unison and in two
	Define what a	Performing:	Pulse	Pulse	percussion).	parts.
	performance is.	Pulse	March/move in time	March/move in time	Rhythm	Performing:
	Name instruments they	March in time with the	with the pulse.	with the pulse.	Copy back the rhythms they	Pulse
	are playing.	pulse.	Rhythm	Rhythm	hear.	Find the pulse
	Add ideas to a	Rhythm	Clap rhythms and	Clap rhythms and	Clap rhythms and create	(instrument).
	performance.	Copy back the rhythms	create their own	create their own	their own rhythms.	Rhythm
	Rhythm	they hear.	rhythms.	rhythms.	Composing:	Create own rhythms (body
	Copy back rhythms they	Clap the rhythm of their	Play instrumental parts	Play an instrument	Improvise	percussion).
	hear.	name and create their own	Play an instrument	accurately and in time	Improvise using notes C and	Play instrumental parts
	Clap name rhythms.	rhythms.	accurately and in time	using notes D, F, C and	D.	Play instrumental parts
	Create own basic rhythms.	Appraising:	using notes C and D.	D.	Improvise through clapping	accurately and in time.
	Composing:	Recognise and name two	Composing:	Composing:	and singing.	Composing:
	Improvise	or more instruments within	Improvise	Improvise	Appraising:	Compose
	Improvise using notes C	a piece of music.	Improvise using notes C	Improvise using notes D	Recognise and name two or	Compose with First
	and G.	Reflect on a recorded class	and D.	and E.	more instruments within a	Composer using
	Compose	performance.	Compose	Appraising:	piece of music.	glockenspiels.
	Compose a simple melody		Compose a simple	Recognise and name	Reflect on a recorded class	Appraising:
	using simple rhythms		melody using simple	two or more	performance.	Recognise and name two
	using notes C, D and E.		rhythms using notes C,	instruments within a		or more instruments
	Play instrumental parts		D and E.	piece of music.		within a piece of music.
	Play instrumental parts		Appraising:	Reflect on a recorded		Begin to use musical
	accurately and in time		Identify five different	class performance.		vocabulary including pulse,
	using notes C and G.		musical styles.			rhythm, beat, pitch and
	Appraising:		Reflect on a recorded			tempo.
	Listening		class performance.			Verbalise responses to
	Recognise and name two					music.
	or more instruments					
	within a piece of music.					



	Reflect on a recorded class					
	performance.					
Year 2	Hands, Feet, Heart	Но Но Но	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	Style: South African	Style: Christmas, Big Band,	Style: Rock	Style: Reggae	Style: Pop	Style: Classical
		Motown, Elvis, Freedom				
	Singing:	Songs	Singing:	Singing:	Singing:	Singing:
	Ensemble		Sing and dance	Sing and dance	Ensemble	Sing and rap together and
	Recognise that songs	Singing:	together and in time.	together and in time.	Sing in two parts.	in time.
	sometimes have a	Ensemble	Performing:	Performing:	Performing:	Sing and dance together
	question and answer	Sing and rap together and	Pulse	Rhythm	Pulse	and in time.
	section and a chorus.	in time.	Freestyle finding the	Copy and create	Freestyle finding the pulse.	Ensemble
	Performing:	Sing in groups.	pulse.	rhythms (including long	Rhythm	Recognise that songs
	Pulse	Performing:	Rhythm	and short sounds)	Copy and create rhythms	sometimes have a
	March in time with the	Pitch	Clap rhythms (including	whilst marching to the	(including long and short	question and answer
	pulse.	Be aware of the varied	long and short sounds)	pulse.	sounds) whilst marching to	section and a chorus.
	Pitch	pitch we add to the pulse	whilst marching to the	Pitch	the pulse.	Sing in two parts.
	Know that we alter our	and rhythm when we	pulse.	Define pitch.	Play instrumental parts	Performing:
	pitch when singing and	sing/play an instrument.	Play instrumental parts	Play instrumental parts	Play instrumental parts	Pulse
	playing instruments.	Pulse	Play instrumental parts	Play instrumental parts	accurately and in time using	Freestyle finding the pulse
	Rhythm	Freestyle finding the pulse.	accurately and in time	accurately and in time	notes E and G.	(instrument).
	Know that rhythm is	Rhythm	using notes D and C or	using notes C and D.	Composing:	Rhythm
	different to the pulse.	Clap rhythms (including	G, F and C.	Composing:	Improvise	Know that rhythm is
	Clap rhythms (including	long and short sounds)	Composing:	Improvise	Improvise using notes C and	different to the pulse.
	long and short sounds)	whilst marching to the	Improvise	Improvise using notes C	D.	Pitch
	whilst marching to the	pulse.	Improvise using notes F	and D.	Compose	Define pitch.
	pulse.	Play instrumental parts	and G.	Compose	Compose a melody using	Play instrumental parts
	Create simple rhythms.	Play instrumental parts	Compose	Compose a melody	simple rhythms using notes	Play instrumental parts
	Play instrumental parts	accurately and in time	Compose a melody	using simple rhythms	E, G, A and B.	accurately and in time
	Play instrumental parts	using notes G, A and B.	using simple rhythms	using notes C, D and E.	Appraising:	(Revisit previous songs).
	accurately and in time	Composing:	using notes F, G and A.	Appraising:	Understand that songs have	Composing:
	using notes G, A and C.	Improvise	Appraising:	Understand that songs	a musical style e.g. pop.	Compose
	Composing:	Improvise using words.	Understand that songs	have a musical style e.g.	Recognise and name two or	Compose with First
	Improvise	Appraising:	have a musical style e.g.	reggae.	more of the instruments	Composer using
	Improvise using notes C	Understand that songs	rock.	Recognise and name	within a piece of music.	glockenspiels.
	and D.	have a musical style e.g.	Recognise and name	some of the	Reflect on a recorded class	Appraising:
	Compose	rap.	some of the	instruments within a piece of music.	performance.	



	Compose using notes C, D	Recognise and name two	instruments within a	Reflect on a recorded		Recognise and name two
	and E.	or more instruments within	piece of music.	class performance.		or more of the instruments
	Appraising:	a piece of music.	Reflect on a recorded			within a piece of music.
	Recognise and name two	Reflect on a recorded class	class performance.			Understand that songs
	or more instruments	performance.				have a musical style.
	within a piece of music.					Reflect on a recorded class
	Reflect on a recorded class					performance
	performance.					
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	Style: R&B, Western		Style: Reggae	Style: Funk and music	Style: Disco	Style: Western Classical
	Classical, Musicals,	Playing an Instrument:		from around the world	-	Music
	Motown, Soul	Read and play the notes C,	Singing:		Singing:	
	· · · · · · · · · · · · · · · · · · ·	D, E and F.	Ensemble	Singing:	Ensemble	Singing:
	Singing:	Perform a number of tunes	In unison	Ensemble	Sing in two parts	Solo
	Solo	using the notes above.		Sing in two parts		Pitch copy back
	Pitch copy back - Listen	Perform	Playing an Instrument:		Playing an Instrument:	Ensemble
	and sing back	Perform including one or	Copy back, play and	Playing an Instrument:	Copy back, play and invent	Sing in two parts
	Ensemble	more of the following:	invent rhythmic and	Copy back, play and	rhythmic and melodic	Sing in unison
	Sing in two parts	improvisation,	melodic patterns.	invent rhythmic and	patterns.	Playing an Instrument:
	- · ·	instrumental performance,	Play instrumental parts	melodic patterns.	Play instrumental parts	Use untuned instruments
	Playing an Instrument:	composition and reflect on	accurately and in time	Play instrumental parts	accurately and in time using	to perform pieces
	Play instrumental parts	the performance	using notes G, A and C.	accurately and in time	notes G, A and C.	composed by self and
	accurately and in time		Copy back with	using note G by ear.	Copy back with instruments	others
	using notes E, F, G, A, B	Composing:	instruments with and	Copy back with	with and without notation	Rhythm Grid – explore
	and C by ear and from	Improvise	without notation using	instruments with and	using notes C and A.	rhythm and beat
	notation.	Improvise using notes C	notes C and D.	without notation using		Composing:
	Rhythm	and D.	Contribute to a	notes C and D.	Composing:	Compose using technology
	Copy back rhythmic and	Compose	performance by singing,		Compose a melody using	Appraising:
	melodic patterns	Compose using notes C, D,	playing an instrumental	Composing:	simple rhythms using the	Listen and Appreciate
	Copy back with	E and F.	part, improvising or by	Improvise	notes C, D, E, G and A.	Find the pulse while
	instruments with and		performing the	Improvise using notes		listening.
	without notation and with	Appraising:	composition	G, A and B.	Appraising:	Identify rhythms, tempo
	notation using notes C and	Listen and Appreciate		Compose	Listen and Appreciate	changes, dynamics
	D.	Know the difference	Composing:	Compose a melody	Find the pulse while listening.	Explore and use musical
	Composing:	between pulse and rhythm.	Compose a melody	using simple rhythms.	Identify rhythms, tempo	vocabulary – pulse,
	Improvise	Know how pulse, rhythm	using simple rhythms	Appraising:	changes, dynamics	duration, staves, clefs,
	Improvise using notes C	and pitch work together to	using the notes C, D, E,	Listen and Appreciate	Identify the	rhythm, crotchet, crotchet
	and D.	create a song.	G and A.	Identify the themes:	instruments/voices including	rest, treble clef, pitch, time
	Compose		Appraising:	Kindness, respect,	keyboard, drums, bass, a	signatures, minim, minim
			Listen and Appreciate		female singer	



	Compose a melody using simple rhythms using notes C, D, E, F and G. <u>Appraising:</u> Listen and Appreciate Identify the piece's structure: Introduction, verse, chorus Identify the instruments/voices including Male/female voices, bass, drums, guitar, keyboard, synthesizer Find the pulse while listening. Identify rhythms, tempo changes, dynamics.		Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals Find the pulse. Know the difference between pulse and rhythm.	friendship, acceptance and happiness Identify the instruments/voices: Keyboard, drums, bass, a female singer Explain how the words of the song tell a story Know the difference between pulse and rhythm.	Explain how the words of the song tell a story. Know how pulse, rhythm and pitch work together to create a song.	rest, tempo, dynamics, bar lines Identify the instruments/voices Know how pulse, rhythm and pitch work together to create a song.
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
	Style: Pop		Style: Grime, Classical,	Style: Gospel	Style: Pop	Style: Western Classical
		Playing an Instrument:	Bhangra, Tango, Latin			Music
	Singing:	Know the difference	Fusion	Singing:	Singing:	
	Ensemble	between pulse and rhythm		Ensemble	Ensemble	Singing:
	Sing in unison	and be able to keep the	Singing:	Sing in unison	Sing in unison	Ensemble
		internal pulse.	Ensemble	Playing an Instrument:	Playing an Instrument:	Sing and rap in unison and
	Playing an Instrument:	Create musical ideas for	Sing and rap in unison	Know the difference	Know the difference	in parts
	Know the difference	the group to copy or	and in parts	between pulse and	between pulse and rhythm	Playing an Instrument:
	between pulse and rhythm	respond to.	Playing an Instrument:	rhythm and be able to	and be able to keep the	Revisit songs from earlier
	and be able to keep the	Revise, play and read the	Know the difference	keep the internal pulse.	internal pulse.	in the year and perform
	internal pulse.	notes C, D, E, F and G and	between pulse and	Create musical ideas for	Create musical ideas for the	instrumental parts
	Create musical ideas for	use these when performing	rhythm and be able to	the group to copy or	group to copy or respond to.	(glockenspiel)
	the group to copy or	a number of songs.	keep the internal pulse.	respond to.	Play instrumental parts	Music Explorer - Play
	respond to.	Composing:	Create musical ideas for	Play instrumental parts	accurately and in time, as	instrumental parts
	Copy back, play and invent	Compose a melody using	the group to copy or	accurately and in time,	part of the performance	accurately and in time with
	rhythmic and melodic	more complex rhythms	respond to.	as part of the	using notes G, A, B and C by	varied styles, tempos and
	patterns using and reading	using notes C, D, E, F and G.	Copy back, play and	performance using	ear and from notation.	notes. Play glockenspiels/
	notes G and A.		invent rhythmic and	notes E, F and G by ear		body percussion to keep
	Composing:	Appraising:	melodic patterns using	and from notation.	Composing:	the pulse
	Improvise	Listen and Appreciate	and reading notes C and	Copy back, play and	Improvise	Rhythm Grid – explore
	Improvise using notes G	Identify the pulse and	D.	invent rhythmic and	Improvise using notes C, D	rhythm and beat
	and A.	rhythm and use musical	Composing:	melodic patterns using	and E.	Appraising:



Year 5 Music Centre - Guitars Singing in wison Singing in wison Music Centre - Guitars Singing in wison Singing in wison		Compose	terminology to describe	Compose lyrics about a	and reading notes F and	Compose	Listen and Appreciate
simple ritythms using the Appreciate Udentify changes in tempo, tynamics and texture.ind the pulse whilst latentify the introduction, verse, bridge, chorus, introduction, verse, bridge, chorus, instruments/voices: keyboard, south, litening, a logiton in litening, a logiton have litening and legiton in litening, a logiton have litening in tempo, that he pulse whilst litening, litening, a logiton have litening in tempo, that he pulse whilst litening and litening, litening and litening, litening and litening, litening and litening, litening and litening, litening, a logiton have litening in tempo, dynamics, and texture.Music Centre - Guitars Singling; litening and litening, litening, a logiton have litening, litening, litening, litening, litening, litening, litening, litening, litening, litening, litening, litening, litening, litening, liten						•	
Potes C, A and B. Appresiate Usten and Appreciate Identify the piece's structure: intro and 6 rapped verses, each with a surg bridge, chorus, introduction, verse, bridge, chorus, interduction, verse, synthesizers, drums Find the pulse whilat listening, and identify tempo changes, changes in dynamics and textureMusic Centre - Guitars Singing: Ensemble Sing in unisonMusic Centre - Guitars Singing: Ensemble							-
Appending: Listen and Appreciate Identify the price's structure: intro, verse, bridge, chorus, introduction, verse, introduction, verse, bridge, chorus, identify the instruments/voices: Keyboard sounds imitating strings, aglockerspie playing as a keyboard, electric guitar, bass, drums listening. Begin to identify changes in tempo, dynamics and texture.Identify the structure: instruments/voices: structure: instruments/voices: structure: biging as a keyboard, electric guitar, bass, drums listening. Bigin in unisonIdentify the structure: while all dentify the pulse whilst listening and identify tempo changes, changes in dynamics and textureImprovise in a and 6. Appraising: Listen and Appreciate structure: interduction, verse, bing in unisonInstruments/voices: the story told by th structure.Instruments/voices in tempo, dynamics and textureAppraising: Listening and identify tempo changes, changes in dynamics and textureAppraising: Listening and textureAppraising: Listening and textureAppraising: Listening and textureAppraising: Listening and textureAppraising: Listening Listening Listening ListeningAppraising: Listening Listening Listening							
Listen and Appreciate (dentify the pices's structure: Intro, verse, bridge, chorus (introductor, verse, bridge, chorus, introductor, verse, bridge, chorus, instruments/voices: instruments/voices: synthesizers, drums Find the pulse whilst listening Begint to identify the appreciate instruments/voices: synthesizers, drums Find the pulse whilst listening Begint to identify changes singing: EnsembleIntro and 6 G. Appreciate instruments/voices: synthesizers, drums print the pulse whilst listening and identify texture.Listen and Appreciate instruments/voices: torus, verse 2, bridge, chorus, birdsong torus verse, drums print the pulse whilst listening and identify texture.Listen and Appreciate instruments/voices: torus, verse 2, bridge, chorus, birdsong torus, verse 2, bridge, chorus, birdsong voical, plano, bass, drums, organ Find the pulse whilst listening and identify temp ochanges, changes in dynamics and texture.Listen and Appreciate identify the instruments/voices: torus, organ Find the pulse whilst listening and identify temp ochanges, changes in dynamics and texture.Listen and Appreciate identify the instruments/poices: torus, organ Find the pulse whilst listening and identify temp ochanges, changes in dynamics and texture.Listen and Appreciate identify the instruments/parks as keyband, dentify the pulse whilst listening and identify temp ochanges, changes in dynamics and texture.Listen and Appreciate identify the instruments/parks and texture.Listen and Appreciate identify the instruments/parks and texture.Listen and Appreciate identify the music and lexture.Listen and Appreciate identify the music and					-		-
Year 5Identify the pince's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus, introduction, verse, bridge, chorus, introduction, verse, bridge, chorus, introduction, verse, bridge, chorus, interduction, verse, bridge, chorus, interduction, verse, bridge, chorus, struments/voices: Keyboard, electric gutar, bass, drums, electric gutar, bas, drums, electric gutar, bas, drums, electric gutar, bas, drums, electric gutar, bas,							-
structure: htro, verse, bridge, chorus introduction, verse, bridge, chorushorus bridge, choruschorus introduction, verse, bridge, choruschorus instruments/voices: Digital/electronic Digital/electronic Digital/electronic Digital/electronic Digital/electronic Digital/electronic outroUsten and Appreciate identify informants/voices: Structure: Intro, verse 2, bridge, verse 3, outro outro Discribet he pulse, whilst listening, and identify tempo changes, changes in dynamics, sacoustic guitar, percussion, birdsong unsic and texturethe usic and lyrics substances, acoustic guitar, percussion, birdsong unsic and lyricsthe usic and lyricsthe usic and lyricsYear 5Music Centre - Guitars Singing: Ensemble Sing in unisonMusic Centre -							
Preadbridge, chorus, introduction, verse, bridge, chorus identify the instruments/voices: Keyboard sounds imitating strings, allockenspiel playing as keyboard, electric guitar, bass, drums, electric guitar, bass, drums, in dthe pulse whilst listening. Begin to identify changes in tempo, dynamics and texture.Music Centre - Guitars Sing in unisonMusic Centre - Guitars Sing in unison </th <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>							
Introduction, verse, bridge, chorus identify the instruments/voices: keyboard, outond simitating acting as keyboard, electric guitar, bass, drums, Find the pulse whilst listening. Begin to identify changes in in the pulse whilst listening. Begin to identify changes in the tuber of the pulse whilst listening.structure: Intro, verse 1, outond simitating and textureSolo male vocals in the verse 2, bridge, chorus, bridge, verse 3, outond texture instruments/voices: Male vocal, plano, bass, drums, organ Find the pulse whilst listening. Begin to identify changes in dynamics and texture.Solo male vocals in the verse 2, bridge, verse 3, outro during the story toil db yth music and lyricsVocabulary – pulse, rhot, duration, staves and clefs, time signatures, tempo, dynamics and textureYear 5Music Centre - Guitars Singing: Ensemble Sing in unisonMusic Centre - Guitars Singing: Ensemble Sing i							
bridge, chorus Identify the Instruments/voices: Keyboard sounds imitating strings, aglockenspiel playing as a keyboard, electric guitar, bass, drums Find the pulse whilst listening. Begin to identify changes in tempo, dynamics, and textureDigital/electronic sounds, turntables, sounds, turntab							
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B. <u>Composing:</u> answer.		-	-			Rhythm and pitch copy back	
		answer.		answer.	notation.		back and question and
Composing: Composing: Improvise			В.				answer.
		Composing:		Composing:		Improvise	



	Improvise Improvise in the lessons and as part of the performance using notes G, A and B. Compose	Improvise in a swing style using the notes D & E, the notes D, E & G and the notes D, E, G, A & B. Appraising:	Improvise Improvise in the lessons and as part of the performance using notes C, D and E. Compose	Rhythm and pitch copy back and question and answer. <u>Composing:</u> Improvise	Improvise using notes D, E and F. Compose Compose a melody choosing from the notes C, D, E, F and G.	Composing: Improvise Using Music Explorer Compose Using Music Explorer
	Compose a melody using simple rhythms and use as part of the performance using notes G, A, B, D and E (pentatonic scale).	Listen and Appreciate Identify the structure of the piece of music including a three note Bossa and a Five note Swing.	Compose a melody using simple rhythms and use as part of the performance using notes C, D, E, F & G	Improvise in the lessons and as part of the performance using notes D, E and F. Compose Compose a melody	Appraising: Listen and Appreciate Identify the structure of the piece of music Identify the	Appraising: Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they
	Appraising: Listen and Appreciate Identify the structure of the piece of music. Identify the instruments/voices they can hear. Identify changes in tempo, dynamics and texture.	Identify the instruments/voices they can hear. Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.	Appraising: Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they can hear. Identify how the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting.	using simple rhythms and use as part of the performance using notes D, E, F, G and A. <u>Appraising:</u> Listen and Appreciate Identify the structure of the piece of music Identify the instruments/voices they can hear Identify changes in tempo, dynamics and texture	instruments/voices they can hear Discuss the tempo, dynamics and texture	can hear Identify changes in tempo, dynamics and texture Begin to explore and use musical vocabulary to describe pieces of music – rhythm, pitch, duration, staves, clefs, time signatures, pulse, tempo, dynamics, semibreve, semibreve rest, timbre, texture, treble clef, bass clef, quaver, quaver rest.
Year 6	Happy Style: Pop/Motown Singing: Ensemble Sing in unison Playing an Instrument: Play instrumental parts accurately and in time, as part of the performance using notes G, A, B, C, D	Classroom Jazz Style: Jazz, Latin, Blues <u>Playing an Instrument:</u> Play instrumental parts accurately and in time, as part of the performance using notes C, D, F, E, G, A, B & C and C, Bb, G, F & C by ear (Meet the Blues)	A New Year Carol Themes: Benjamin Britten's music and cover versions Singing: Ensemble Sing in unison Solo	You've Got A Friend Style: The Music of Carole King <u>Singing:</u> Ensemble Sing in unison <u>Playing an Instrument:</u> Play instrumental parts accurately and in time,	Music and Me Style: Inspirational women in the music industry <u>Composing:</u> Compose Discuss and reflect on the planning and writing of their compositions, including external influences and inspiration	Reflect, Rewind and Replay Style: Western Classical Music Singing: Ensemble Sing in two parts Sing in unison Playing an Instrument:



and E by ear and from	Composing:	Sing a song in a variety	as part of the		Revisit songs from earlier
notation.	Improvise	of styles (original and	performance using	Appraising:	in the year and perform
Rhythm and pitch copy	Improvise in a Blues style	Urban Gospel)	notes C, D, E & F and D,	Listen and Appreciate	instrumental parts
back and question and	using the notes C, Bb, G, F		E, F, G, A, B & C by ear	Critically discuss the music of	(glockenspiel)
answer.	and C	Playing an Instrument:	and from notation.	the featured artists	Music Explorer - Play
	Improvise in Bacharach	Clap rhythms found	Rhythm and pitch copy	Discuss the impact of	instrumental parts
Composing:	Anorak using the notes:	within the song (body	back and question and	inspirational female	accurately and in time with
Improvise	- C, D	percussion)	answer using notes A, G	musicians	selected styles, tempos
Improvise in the lessons	- C, D, E		and E.	Relate a piece of music to	and notes. Play
and as part of the	- C, D, E, F, G	Appraising:		their personal experiences	glockenspiels/ body
performance using notes	- C, D, E, F, G, A, B + C	Listen and Appreciate	Composing:	Begin to discuss the impact	percussion to keep the
A, G and B.		Describe the style	Improvise	of an artist's family and	pulse
Compose	Appraising:	indicators and structure	Improvise in the lessons	culture on their music	Rhythm Grid – explore
Compose a melody using	Listen and Appreciate	of a piece music	and as part of the		rhythm and beat
simple rhythms and use as	Describe the style	Identify the	performance using		
part of the performance	indicators and structure of	instruments/voices they	notes A, G and E.		Listening
using notes C, E, G, A and	a piece music	can hear	Compose		Explore and use musical
В.	Identify the	Identify and discuss the	Compose a melody		vocabulary to describe
	instruments/voices they	musical dimensions	using simple rhythms		pieces of music – rhythm,
Appraising:	can hear	used in the song	and use as part of the		pitch, duration, staves,
Listen and Appreciate	Identify and discuss the	Identify and describe	performance using		clefs, time signatures,
Describe the style	musical dimensions used in	the mood and story told	notes E, G & A and E, G,		pulse, tempo, dynamics,
indicators and structure of	the song	throughout a piece of	A, C & D.		semibreve, semibreve rest,
a piece music	Identify how the pulse,	music.			timbre, texture, treble clef,
Identify the	rhythm, pitch, tempo,	Identify how the pulse,	Appraising:		bass clef, quaver, quaver
instruments/voices they	dynamics, texture and	rhythm, pitch, tempo,	Listen and Appreciate		rest.
can hear	structure work together to	dynamics, texture and	Describe the style		Critically discuss the music
Identify and discuss the	make a song sound	structure work together	indicators and structure		of the featured artists
musical dimensions used	interesting.	to make a song sound	of a piece music		Discuss the impact of an
in the song		interesting.	Identify the		artist's family and culture
Identify how the pulse,			instruments/voices they		on their music
rhythm, pitch, tempo,			can hear		
dynamics, texture and			Identify and discuss the		
structure work together to			musical dimensions		
make a song sound			used in the song		
interesting.			Identify how the pulse,		
			rhythm, pitch, tempo,		
			dynamics, texture and		
			structure work together		



		to make a song sound	
		interesting.	