

Reception Music is planned and taught using the statutory framework for the early years foundation stage (2020) and the ‘Musical Development Matters in the Early Years’ (40-60 + months) document. Resources and activities are also taken from the original Charanga Scheme.

KS1 and KS2 Music is planned and taught using the new Model Music Curriculum (2021) and the new Charanga MMC Scheme.

The inter-related dimensions of music (musical concepts) are included throughout every lesson but for assessment purposes the ones listed below are the focus ones.

Subject Area	Autumn Term	Spring Term	Summer Term
<p>Reception</p>	<p>Singing (Harvest and Christmas): Simple songs, nursery rhymes in unison and from memory Call and response (pitch focus) Hello How Are You? (Teacher sing, Ch respond) Jack and Jill plus ch choices One Finger, One Thumb Oats and Beans and Barley Grow</p> <p>Listening and Appraising/Musical Styles: Hip-Hop, Jazz, Pop, Gospel, Reggae, 20th and 21st Century Orchestral - moving and dancing to pieces of music.</p> <p>Improvising and Composing: Question and answer phrases using voices and percussion instruments. Explore rhythm patterns</p> <p>Musicianship/Musical Concepts: Pulse/Beat/Metre Rhythm Pitch</p> <p>Performing: Play a selection of classroom percussion instruments along with a song. Perform songs confidently with and without actions</p> <p>Links to ‘Big Idea’:</p>	<p>Singing: (Easter): Continue to learn simple songs and nursery rhymes from memory. Encourage solo and small group singing. Explore dynamic/tempo changes. If you’re happy and you know it Row Row Row the Boat Hot Cross Buns</p> <p>Listening and Appraising: Rock, Waltz, Funk, Lullaby, Swing, Film - expressing likes and dislikes</p> <p>Improvising and Composing: Improvise and Compose short riffs on chime bars</p> <p>Musicianship/Musical Concepts: Dynamics Tempo Timbre (Tambourines)</p> <p>Performing: Play rhythm patterns and short riffs on chime bars as well as a selection of untuned percussion instruments demonstrating dynamic and tempo changes.</p> <p>Links to ‘Big Idea’:</p>	<p>Singing: Continue to sing songs (unison and solos), some with actions, and nursery rhymes from memory matching the pitch and following the melody accurately. The Wheels On The Bus Old Macdonald Had A Farm Twinkle Twinkle The Sun has got his hat on</p> <p>Listening and Appraising: Choral, Musical Theatre, South African, Folk, Marching Band, Country - describe and compare pieces</p> <p>Improvising and Composing: Use voices, tuned (boomwhackers, chime bars) and untuned percussion instruments to create music to match a theme e.g. the seaside, a sunny day</p> <p>Musicianship/Musical Concepts: Texture Structure</p> <p>Performing: Sing AND play an instrument with confidence as a solo and/ or within a group.</p> <p>Links to ‘Big Idea’:</p>

<p>Year 1</p>	<p>Singing (Harvest and Christmas): Simple songs, chants, rhymes in unison and from memory Call and response (pitch focus) Boom chicka boom Hello How Are You? (Teacher sing, Ch respond) Paintbox</p> <p>Listening/Musical Styles: Hip-Hop, Jazz, Pop, Gospel, Reggae, 20th and 21st Century Orchestral Carnival of the Animals (Bird, Fish, mammal) March of the Toy Soldiers (The Nutcracker)</p> <p>Composing: Question and answer phrases using voices and percussion instruments Explore rhythm and pitch patterns and understand the difference between them (represent different toys)</p> <p>Musicianship/Musical Concepts: Pulse/Beat/Metre Rhythm Pitch</p> <p>Performing: Tuned (Boomwhackers) and Untuned Percussion Instruments</p> <p>LCC Links: Animals and Humans (Science) Toys (History)</p>	<p>Singing (Easter): As Autumn Term but explore dynamics and sing simple songs at different tempos I Hear Thunder Rain Rain Go Away Hot Cross Buns</p> <p>Listening/Musical Styles: Pop, Waltz, Reggae, Funk, Lullaby, Swing</p> <p>Composing: Create musical sound effects and short sequences of sounds (Sound stories - weather focus) Explore and use graphic notation to represent the sounds created</p> <p>Musicianship/Musical Concepts: Dynamics Tempo Timbre</p> <p>Performing: Tuned (Glockenspiels) and Untuned Percussion Instruments (Drums focus)</p> <p>LCC Links: Weather (Geography) Australia and The Great Barrier Reef (Geography)</p>	<p>Singing (Summer Show): Focus on confidence as well as breathing and posture to improve performance 5 Little Men in their Flying Saucers</p> <p>Listening/Musical Styles: Pop, Swing, Lullaby, 20th and 21st Century Orchestral, Marching Band, Country, Reggae, Gospel</p> <p>Composing: Use music technology to capture, change and combine sounds (Charanga)</p> <p>Musicianship/Musical Concepts: Texture Structure</p> <p>Performing: Tuned (Boomwhackers and Glockenspiels) and Untuned Percussion Instruments Sort instruments according to material made from before playing</p> <p>LCC Links: Materials (Science) Flight (History)</p>
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<p>Year 2</p>	<p>Singing (Harvest and Christmas): Sing songs with an accurate awareness of pitch. Hey Hey Look at Me (solo) Oats and Beans and Barley Grow (explore part singing)</p> <p>Listening/Musical Styles: Gospel, 20th Century Orchestral, Jazz, Rock, Pop, Choral, Swing/Popular Carnival of the Animals (Bird, Fish, mammal - The Elephant - in $\frac{3}{4}$ so use to pat knees for first strongest beat then clap clap) March of the Toy Soldiers (The Nutcracker - in $\frac{2}{4}$ or $\frac{4}{4}$)</p> <p>Composing: Explore 'musical conversations' using voices and instruments Create music in response to non-musical stimulus e.g. a toy shop</p> <p>Musicianship/Musical Concepts: Pulse/Beat/Metre Rhythm Pitch</p> <p>Performing: Boomwhackers and untuned percussion instruments</p> <p>LCC Links: Animals and Humans (Science) Toys (History)</p>	<p>Singing (Easter): As Autumn Term but explore dynamics and tempo, including loud, quiet, crescendo, decrescendo and pauses. The Sun Has Got His Hat On I Hear Thunder (explore part singing) Hot Cross Buns</p> <p>Listening/Musical Styles: Pop, Ragtime, South African, Rock'n'Roll, Romantic/20th Century Orchestral, Gospel, Marching band, Swing,</p> <p>Composing: Explore and use graphic symbols, dot notation and stick notation to record composed pieces</p> <p>Musicianship/Musical Concepts: Dynamics Tempo Timbre</p> <p>Performing: Glockenspiels</p> <p>LCC Links: Weather (Geography) Australia and The Great Barrier Reef (Geography)</p>	<p>Singing (Summer Show): Focus on confidence as well as breathing and posture to improve performance Those Magnificent Men in their Flying Machines</p> <p>Listening/Musical Styles: Rock, Film, Jazz, Calypso, Pop, Funk, Reggae</p> <p>Composing: Use music technology to capture, change and combine sounds (Charanga)</p> <p>Musicianship/Musical Concepts: Texture Structure</p> <p>Performing: Recorders</p> <p>LCC Links: Materials (Science) Flight (History)</p>
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<p>Year 3/4</p>	<p>Singing (Harvest and Christmas): Games to increase confidence Focus on singing in unison but with good awareness of pitch, expression, dynamics. Dem Bones - sing in unison (optional solos) and include actions/instruments</p> <p>Listening/Musical Styles: Pop, Romantic/Orchestral, Disco, Funk, Film, Sea Shanty, New Orleans, Musical, R & B, Soul Ballad, Folk, Jazz</p> <p>Improvising: Invent 'on the spot' responses using voices, tuned and untuned instruments and a limited note range</p> <p>Composing: Create rising and falling phrases of 3 notes by combining rhythmic notation and letter names e.g. do re mi. Compose song accompaniments on untuned percussion instruments using known rhythms and note values</p> <p>Performing: Ukuleles</p> <p>Musicianship/Musical Concepts: Pulse/Beat/Metre Rhythm Pitch</p> <p>LCC Links: Stone Age to Iron Age (History) Animals and Humans (Science)</p>	<p>Singing (Easter): Work in groups/with a partner to explore all of the different sounds our voices can make. Explore singing in rounds, singing songs with different time signatures (2/4, 3/4, 4/4) A Ram Sam Sam/Pease Pudding Calypso Skye Boat Song</p> <p>Listening/Musical Styles: Pop, Disco, Ballad, Hymn, Musical, Country, Baroque, Rock, Gospel, Traditional Native American, Rock, Orchestral, Jazz, Classical, R & B, Bangra, Folk, Reggae, 20th and 21st Century Orchestral</p> <p>Improvising: Structure ideas so that music created has a clear beginning, middle and end. Explore echoes and question and answer phrases.</p> <p>Composing: Create short pentatonic phrases (5 pitches) and perform by singing/playing tuned instruments. Use rhythmic notation and letter names. Explore major and minor chords.</p> <p>Performing: Recorders</p> <p>Musicianship/Musical Concepts: Dynamics Tempo Timbre</p> <p>LCC Links: Sound (Science) Egypt (History)</p>	<p>Singing (Summer Show): Focus on confidence as well as breathing and posture to improve performance Moon River Old Man River</p> <p>Listening/Musical Styles: Gospel, Opera, Jazz, 20th and 21st Century Orchestral, Hip-Hop, Classical, Pop, Dance, Choral, Romantic, Funk, Calypso, Electronic Dance,</p> <p>Improvising: respond to stories, pictures (river) using voices and instruments. Include legato (smooth) and staccato (detached) notes.</p> <p>Composing: Create sequences of 2,3,4 beat phrases using notation cards of known note values (minim, crotchet, paired quavers and crotchet rest). Compose music to create a specific mood and record all ideas (including time signature) using graphic symbols, rhythm notation, staff notation, technology</p> <p>Performing: Glockenspiels, Boomwhackers and untuned classroom percussion</p> <p>Musicianship/Musical Concepts: Texture Structure</p> <p>LCC Links: Forces and Magnets (Science) and Hinduism (RE) Rivers (Geography)</p>
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<p>Year 5/6</p>	<p>Singing (Harvest and Christmas): Sing a broad range of songs showing an awareness of phrasing, pitch, style. Animal Fair (in unison and 2 parts) Paintbox</p> <p>Listening/Musical Styles: 20th and 21st Century Orchestral, Gospel, Pop, Minimalist, Motown, Electronic, Soul, Swing, Rock</p> <p>Improvising: using tuned percussion/recorders improvise freely over a drone developing a sense of shape and character</p> <p>Composing: Compose melodies made from pairs of phrases (C and G major and E and A Minor). Add rhythmic or chordal accompaniment. In pairs and/or independently, compose a short ternary piece using music software. Discuss how the musical contrasts are made.</p> <p>Performing: Recorders</p> <p>Musicianship/Musical Concepts: Pulse/Beat/Metre Rhythm Pitch</p> <p>LCC Links: Fossils/Animals in the environment (Science) Anglo-Saxons (History)</p>	<p>Singing (Easter): Sing 3 and 4 part rounds as well as songs with verses and choruses. Frere Jacques Country Life Calypso (syncopated rhythm) Ticking Clocks</p> <p>Listening/Musical Styles: South African, Contemporary Jazz, 20th and 21st Century Orchestral, Pop, Reggae, Film, Disco, Romantic, Rock, R & B, Zimbabwean Pop, Folk</p> <p>Improvising: Improvise over a simple groove, responding to the beat, creating melodic shape and showing an understanding of dynamic ranges (f, p, mf, mp)</p> <p>Composing: Use chords to compose music to evoke a specific mood, atmosphere, environment (e.g. space, earth). Record creative ideas (including time signatures) using graphic symbols, rhythm notation, staff notation and technology.</p> <p>Performing: Ukuleles</p> <p>Musicianship/Musical Concepts: Dynamics Tempo Timbre</p> <p>LCC Links: Earth, Space, Light (Science) Coasts, Water (Geography)</p>	<p>Singing (Summer Show): Focus on confidence as well as breathing and posture to improve performance</p> <p>Listening/Musical Styles: Pop, 20th and 21st Orchestral, Hip-Hop, Funk, Choral, Musical, Gospel, Soul, Salsa, Reggae, Film</p> <p>Improvising: Create music with multiple sections and include repetition and contrast. Explore using chord changes in an improvised sequence.</p> <p>Composing: Plan and compose an 8 - 16 beat melodic piece using the pentatonic scale and incorporating a variety of rhythm. Notate and play on a tuned percussion/melodic instrument.</p> <p>Performing: Glockenspiels, Boomwhackers and untuned classroom percussion</p> <p>Musicianship/Musical Concepts: Texture Structure</p> <p>LCC Links: Vikings (History) Materials/Forces (Science)</p>
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