



Year 1 – 6 Curriculum Map

The National Curriculum

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Intent

Our intention is that all children are provided with a range of opportunities to develop their musical knowledge and performance skills. We motivate and inspire our children by supporting them to develop and master their musical skills through seeing professional musicians at work and learning from their wealth of experience, igniting a love of music and having the ambition and belief that they too can become a musician, as well as offering children opportunities to learn to play an instrument. We ensure that children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experience to involve themselves in music, in a variety of contexts.

Implementation

Class Teaching

The music curriculum ensures children sing, listen, play, perform and evaluate. We follow a progressive scheme (The Charanga Musical School Scheme) which provides teachers with week-by-week lesson support for each year group in the school. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Singing lies at the heart of good music teaching, our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As pupils progress, they should develop a critical engagement.

Extra-curricular activities

High quality music lessons inspire children to explore music further. In conjunction with outside agencies (Wolverhampton Music School / Rocksteady) and with parental support, we provide an opportunity for children to learn to play an instrument during school hours. These lessons are normally taught to individuals and/or small groups of children who have chosen to learn one of a variety of instruments, such as the violin or flute.

Whole School Singing

Singing assemblies allow children to listen to, create or perform music, which can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Offsite Visits

Children are provided with opportunities to observe professional musicians at Birmingham Symphony Hall, engaging in their performance and musical performances by music students from Wolverhampton University to ignite a curiosity for music.



Year 1 – 6 Curriculum Map using Charanga Sequenced Incremental Progression & Suggested Schemes & Resources

Completion of each task ensures appropriate yearly sequenced incremental progress in each area of study leading to completed assessment of progress in relation to the National Curriculum end of Key Stage expectations.

*Sequenced Incremental Progression is identified in **highlighted text**.*

Area of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	<ul style="list-style-type: none"> Know 5 songs off by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> Know five songs off by heart. Know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> Know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Lyrics: what the song is about Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. <p style="background-color: #e0f0ff;">Additional to Wider Opportunities, year 3 teach Three Little Birds.</p>	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles Know five songs from memory who sang them or wrote them. Know the style of the five songs. To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To talk about the musical dimensions working together in the songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. 	<ul style="list-style-type: none"> Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles Know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language to describe the music.

<p>Charanga Scheme</p> <p>Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Let Your Spirit Fly Glockenspiel Stage 4 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me Reflect, Rewind & Replay</p>
<p>Other Resources</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg</p> <p>https://www.singup.org/singupathome/songs-for-learning/4-7</p>	<p>Other Resources</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg</p> <p>https://www.singup.org/singupathome/songs-for-learning/4-7</p>	<p>Other Resources</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg</p> <p>https://www.singup.org/singupathome/songs-for-learning/4-7</p>	<p>Other Resources</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg</p> <p>https://www.ismtrust.org/resources/primary-toolkit</p> <p>Young Voices Project https://youngvoices.co.uk/</p>	<p>Other Resources</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg</p> <p>https://www.ismtrust.org/resources/primary-toolkit</p> <p>Young Voices Project https://youngvoices.co.uk/</p>	<p>Other Resources</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-music-ks1--ks2-index/z6762sg</p> <p>https://www.ismtrust.org/resources/primary-toolkit/singing-and-vocal-work/introduction</p> <p>Young Voices Project https://youngvoices.co.uk/</p>
<p>Equality Diversity & Inclusion</p> <p>Sing For Christmas (WMS) Singing in the Rain (WMS) Sing for Summer (WMS)</p>	<p>Equality Diversity & Inclusion</p> <p>Sing For Christmas (WMS) Singing in the Rain (WMS) Sing for Summer (WMS)</p>	<p>Equality Diversity & Inclusion</p> <p>Wider Opportunities – ukulele and guitar</p>	<p>Equality Diversity & Inclusion</p> <p>African Drumming Workshop</p> <p>Music For Youth Concert</p>	<p>Equality Diversity & Inclusion</p> <p>Polyphones Workshop</p> <p>Music For Youth Concert</p>	<p>Equality Diversity & Inclusion</p> <p>Samba Workshop</p> <p>Music For Youth Concert</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games The interrelation of music terminology, including: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.	<ul style="list-style-type: none"> Know music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, names, food, colours and animals. Progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch. <ul style="list-style-type: none"> Game 1 – Find the pulse. Choose an animal video and find the pulse <ul style="list-style-type: none"> Game 2 – Copy back short rhythmic phrases based on words, with one and two syllables Game 3 – Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up Listen and sing back. Use voices to copy back using 'la', whilst marching to the steady beat <ul style="list-style-type: none"> Game 4a – Pitch Copy Back and Vocal Warm-up Listen and sing back, with additional vocal warm-ups.	<ul style="list-style-type: none"> Know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. Progressive Warm-up Games and Challenges that embed pulse, rhythm and pitch. <ul style="list-style-type: none"> Children will complete the following in relation to the main song : <ul style="list-style-type: none"> Game 1 Find the pulse. Choose an animal video and find the pulse. Game 2 –Copy back short rhythmic phrases based on words, with one and two syllables. Game 3 Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. <ul style="list-style-type: none"> Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	<ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. Using the Warm up Game, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups <p>Both covered through Wider Opps and teaching Three Little Birds to maintain continuity.</p>	Consolidate previous work in an expanding set of contexts and styles <ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Using the Warm up Games, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song using two notes <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups 	<ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Using the Warm up Games complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles Year 6 is mainly consolidation within the new resources Know and be able to talk about: <ul style="list-style-type: none"> how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to Using the Warm up Games , complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes
	Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay	Charanga Schem Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay	Charanga Scheme Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay	Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay	Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay	Charanga Scheme Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me Reflect, Rewind & Replay

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h1>Singing</h1>	<ul style="list-style-type: none"> Confidently sing or rap five songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Make different types of sounds with their voices Rap or say words in rhythm. Start and stop singing when following a leader. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Start and stop singing when following a leader. 	<ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To sing in unison and to sing backing vocals. To enjoy exploring singing solo To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> Consolidate previous work in an expanding set of contexts and styles To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
	<ul style="list-style-type: none"> Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay 	<ul style="list-style-type: none"> Charanga Scheme Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay 	<ul style="list-style-type: none"> Charanga Scheme Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay 	<ul style="list-style-type: none"> Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay 	<ul style="list-style-type: none"> Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay 	<ul style="list-style-type: none"> Charanga Scheme Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me Reflect, Rewind & Replay
	<p>Additional Song Repertoire from Sing Up to be used as an additional or alternative singing performance:</p> <p>Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination</p>	<p>Additional Song Repertoire from Sing Up to be used as an additional or alternative singing performance:</p> <p>Charanga Scheme Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song</p>	<p>Additional Song Repertoire from Sing Up to be used as an additional or alternative singing performance:</p> <p>Charanga Scheme Three Little Birds</p>	<p>Additional Song Repertoire from Sing Up to be used as an additional or alternative singing performance:</p> <p>Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird</p>	<p>Additional Song Repertoire from Sing Up to be used as an additional or alternative singing performance:</p> <p>Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street</p>	<p>Additional Song Repertoire from Sing Up to be used as an additional or alternative singing performance:</p> <p>Charanga Scheme Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<h1>Playing Instruments</h1>	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using a differentiated part (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <ul style="list-style-type: none"> Know the names of untuned percussion instruments played in class. <p>Treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – <p>a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
		<p>Charanga Scheme</p> <p>Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>

Improvisation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>• What Improvisation is i.e. Making up your own tunes on the spot.</p> <p>• In improvisation they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>• Understand that everyone can improvise.</p> <p>Use improvisation tracks to improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Take it in turns to improvise using one or two notes. 	<p>Improvisation is making up your own tunes on the spot.</p> <p>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>• Everyone can improvise, and you can use one or two notes.</p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • Improvise using instruments in the context of the song they are learning to perform. <p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations <ul style="list-style-type: none"> • Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations • To know three well-known improvising musicians <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> 1. Play and Copy Back <ul style="list-style-type: none"> ○ Bronze – Copy back using instruments. Use one note. ○ Silver – Copy back using instruments. Use the two notes. ○ Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: <ul style="list-style-type: none"> ○ Bronze – Question and Answer using instruments. Use one note in your answer. ○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze – Improvise using one note. ○ Silver – Improvise using two notes. ○ Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
	<p>Charanga Scheme Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination</p>	<p>Charanga Scheme Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay</p>	<p>Charanga Scheme Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay</p>	<p>Charanga Scheme Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me Reflect, Rewind & Replay</p>

Reflect, Rewind & Replay					
IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities	IT Opportunities Use Garage Band on iPads for improvisation unit	IT Opportunities Use Garage Band on iPads for improvisation unit

Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Know Composing is like writing a story with music. Understand Everyone can compose. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Composing is like writing a story with music. <ul style="list-style-type: none"> Everyone can compose. Help create three simple melodies with the Units using one, three or five different notes. <ul style="list-style-type: none"> Learn how the notes of the composition can be written down and changed if necessary. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) <p>Help create at least one simple melody using one, three or five different notes.</p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) <p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Compose in a growing number of styles</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	<p>Charanga Scheme</p> <p>Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me Reflect, Rewind & Replay</p>
	<p>IT Opportunities</p>	<p>IT Opportunities</p>	<p>IT Opportunities</p>	<p>IT Opportunities</p>	<p>IT Opportunities</p> <p>Use Garage Band on iPads for composition unit</p>	<p>IT Opportunities</p> <p>Use Garage Band on iPads for composition unit</p>

Perform & Share

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Understand a performance is sharing music with other people, called an audience. Use a song(s) they have learnt from the Scheme and perform them. Add their ideas to the performance if they wish Record the performance and say how they felt about it. 	<p>Understand performance is sharing music with an audience.</p> <ul style="list-style-type: none"> A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. <p>Choose a song they have learnt from the Scheme and perform it.</p> <ul style="list-style-type: none"> They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music How to choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music How to choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music How to choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	<p>Consolidate previous work in an expanding set of contexts and styles</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music
	<p>Charanga Scheme</p> <p>Hey You! Rhythm in the way we walk & Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Hands Feet Heart Ho Ho Ho I Wanna Play In A Band Zootime Friendship Song Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Livin' On A Prayer Classroom Jazz 1 Make You Feel My Love The Fresh Prince Of Bel-Air Dancing In The Street Reflect, Rewind & Replay</p>	<p>Charanga Scheme</p> <p>Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music & Me Reflect, Rewind & Replay</p>
	<p>IT Opportunities</p>	<p>IT Opportunities</p>	<p>IT Opportunities</p>	<p>IT Opportunities</p>	<p>IT Opportunities</p> <p>Use Garage Band on iPads for composition / improvisation unit</p>	<p>IT Opportunities</p> <p>Use Garage Band on iPads for composition / improvisation unit</p>