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| <b>Reception</b>  |  |   |   |   |
| <p><b>Music - Skills and knowledge are used, applied and built on across the units.</b></p> | <p><b>Key skills and knowledge Listen and Respond</b><br/>                 To know some nursery rhymes off by heart.<br/>                 To know the stories of some of the nursery rhymes.<br/>                 To learn that music can touch your feelings.<br/>                 To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> | <p><b>Key skills and knowledge Explore and Create</b><br/>                 To know that we can move with the pulse of the music.<br/>                 To know that the words of songs can tell stories and paint pictures.<br/>                 Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.<br/>                 Copy basic rhythm patterns of single words, building to short phrases from the song/s.<br/>                 Explore high and low using voices and sounds of characters in the songs.<br/>                 Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> | <p><b>Key skills and knowledge Singing</b><br/>                 To sing or rap nursery rhymes and simple songs from memory.<br/>                 Songs have sections.<br/>                 To sing along with a pre-recorded song and add actions.<br/>                 To sing along with the backing track.</p> | <p><b>Key skills and knowledge Share and Perform</b><br/>                 A performance is sharing music.<br/>                 Perform any of the nursery rhymes by singing and adding actions or dance.<br/>                 Perform any nursery rhymes or songs adding a simple instrumental part.<br/>                 Record the performance to talk about.</p> |
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**Year 1**

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| <p>Music</p> | <p><b>All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend time with a music specialist from DPA.</b><br/><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Musicianship: Understanding Music</u></b><br/>Use body percussion, instruments and voices.<br/>In the key centres of: C major, F major, G major and A minor.<br/>Find and keep a steady beat together.<br/>Understand the difference between creating a rhythm pattern and a pitch pattern.<br/>Copy back simple rhythmic patterns using long and short.<br/>Copy back simple melodic patterns using high and low.<br/>Complete vocal warm-ups with a copy back option to use Solfa.</p> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Listening: Respond/Analyse</u></b><br/>Move and dance with the music.<br/>Find the steady beat.<br/>Talk about feelings created by the music.<br/>Recognise some band and orchestral instruments.<br/>Describe tempo as fast or slow.<br/>Describe dynamics as loud and quiet.<br/>Join in sections of the song, eg chorus.<br/>Begin to understand where the music fits in the world.<br/>Begin to understand about different styles of music.</p> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Singing</u></b><br/>Sing, rap, rhyme, chant and use spoken word.<br/>Demonstrate good singing posture.<br/>Sing songs from memory.<br/>Copy back intervals of an octave and fifth (high, low).<br/>Sing in unison.</p> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Notation</u></b><br/>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.<br/>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p> |
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|  | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Playing Instruments</u></b><br/>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Creating: Improvising</u></b><br/>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G<br/>Improvise simple vocal patterns using 'Question and Answer' phrases.<br/>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Creating: Composing</u></b><br/>Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus.<br/>Create a story, choosing and playing classroom instruments and/or soundmakers.<br/>Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.<br/>Use music technology, if available, to capture, change and combine sounds.<br/>Use simple notation if appropriate: Create a simple melody using crotchets and minims: Start and end on the note C<br/>Start and end on the note F<br/>Start and end on the note D</p> | <p><b><u>Key skills and knowledge</u></b><br/><b><u>Performing</u></b><br/>Enjoy and have fun performing.<br/>Choose a song/songs to perform to a well-known audience.<br/>Prepare a song to perform.<br/>Communicate the meaning of the song.<br/>Add actions to the song.<br/>Play some simple instrumental parts.</p> |
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| <p>Music</p> | <p><b><u>Charanga Units</u></b><br/>Autumn 1 – Introducing beat. How can we make friends when we sing together?<br/>Autumn 2 – Adding rhythm and pitch. How does Music tell stories about the past?</p> | <p><b><u>Charanga Units</u></b><br/>Spring 1- Introducing Tempo &amp; Dynamics. How does Music make the world a better place?<br/>Spring 2 – Combining pulse, rhythm and pitch. How does Music help us to understand our neighbours?</p> | <p><b><u>Charanga Units</u></b><br/>Summer 1 - Having fun with improvisation. What songs can we sing to help us through the day?<br/>Summer 2 – Explore sound and create a story. How does Music teach us about looking after our planet?</p> |
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**Year 2**

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| <p><b>Music</b></p> | <p><b>All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend time with a music specialist from DPA.</b></p> <p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>  | <p><b><u>Key skills and knowledge</u></b></p> <p><u>Musicianship: Understanding Music</u></p> <p>Use body percussion, instruments and voices.<br/>In the key centres of: C major, G major and A minor.<br/>Find and keep a steady beat.<br/>Copy back simple rhythmic patterns using long and short.<br/>Copy back simple melodic patterns using high and low.<br/>Complete vocal warm-ups with a copy back option to use Solfa.<br/>Sing short phrases independently.</p>   | <p><b><u>Key skills and knowledge</u></b></p> <p><u>Listening: Respond/Analyse</u></p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.<br/>Walk in time to the beat of a piece of music.<br/>Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.<br/>Move and dance with the music confidently.<br/>Talk about how the music makes you feel.<br/>Find different steady beats.<br/>Describe tempo as fast or slow.<br/>Describe dynamics as loud or quiet.<br/>Join in sections of the song, eg call and response.<br/>Start to talk about the style of a piece of music.<br/>Recognise some band and orchestral instruments.<br/>Start to talk about where music might fit into the world.</p> |
|                     | <p><b><u>Key skills and knowledge</u></b></p> <p align="center"><u>Singing</u></p> <p>Sing as part of a choir.<br/>Demonstrate good singing posture.<br/>songs from memory and/or from notation.<br/>Sing to communicate the meaning of the words.<br/>Sing in unison and sometimes in parts, and with more pitching accuracy.<br/>Understand and follow the leader or conductor.<br/>Add actions to a song.<br/>Move confidently to a steady beat.<br/>Talk about feelings created by the music/song.<br/>Recognise some band and orchestral instruments.<br/>Describe tempo as fast or slow.<br/>Join in sections of the song, eg chorus.<br/>Begin to understand where the music fits in the world.<br/>Begin to talk about and understand the style of the music.<br/>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause)</p> | <p><b><u>Key skills and knowledge</u></b></p> <p align="center"><u>Notation</u></p> <p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.<br/>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F♯ F, G, A, B♭, C, D, E A, B, C, D, E<br/>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>   | <p><b><u>Key skills and knowledge</u></b></p> <p align="center"><u>Playing Instruments</u></p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> <p align="center"><u>Playing the recorder</u></p> <p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B♭, C, E and F.</p>   |
|                     | <p><b><u>Key skills and knowledge</u></b></p> <p align="center"><u>Creating: Improvising</u></p> <p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A.<br/>Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>  | <p><b><u>Key skills and knowledge</u></b></p> <p align="center"><u>Creating: Composing</u></p> <p>Explore and create graphic scores:<br/>Create musical sound effects and short sequences of sounds in response to music and video stimulus.<br/>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.<br/>Create a story, choosing and playing classroom instruments. Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.<br/>Use music technology, if available, to capture, change and combine sounds.<br/>Use notation if appropriate: Create a simple melody using crotchets and minims:<br/>G Start and end on the note C (C major)</p> | <p><b><u>Key skills and knowledge</u></b></p> <p align="center"><u>Performing</u></p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.<br/>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.<br/>Talk about what the song means and why it was chosen to share.<br/>Talk about the difference between rehearsing a song and performing it.</p>  |

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|  |  | Start and end on the note G (Pentatonic on G)<br>Start and end on the note F (Pentatonic on F) |  |
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**Year 3/4**

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| <p><b>Music</b></p> | <p><b>All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend a half term with a music specialist from DPA.</b></p> <p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> | <p><b><u>Key Knowledge and skills</u></b></p> <p><u>Musicianship:</u><br/><u>Understanding Music</u><br/>Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor.<br/>In the time signatures of: 2/4, 3/4 and 4/4.<br/>Find and keep a steady beat.<br/>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.<br/>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C.</p> | <p><b><u>Key Knowledge and skills</u></b></p> <p><u>Listening: Respond/Analyse</u><br/>Share your thoughts and feelings about the music together.<br/>Find the beat or groove of the music.<br/>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.<br/>Invent different actions to move in time with the music.<br/>Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song.<br/>Talk about the style of the music.</p>   | <p><b><u>Key Knowledge and skills</u></b></p> <p><u>Singing</u><br/>Sing as part of a choir.<br/>Sing a widening range of unison songs, of varying styles and structures.<br/>Demonstrate good singing posture.<br/>Perform actions confidently and in time to a range of action songs.<br/>Sing songs from memory and/or from notation.<br/>Sing with awareness of following the beat.<br/>Sing with attention to clear diction.<br/>Sing expressively, with attention to the meaning of the words.<br/>Sing in unison.<br/>Understand and follow the leader or conductor.<br/>Copy back simple melodic phrases using the voice.</p> |
|                     | <p><b><u>Key Knowledge and skills</u></b></p> <p><u>Notation</u><br/>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.<br/>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E E, F<math>\sharp</math>, G<math>\sharp</math>, A, B<br/>Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers.<br/>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p>  | <p><b><u>Key Knowledge and skills</u></b></p> <p><u>Playing Instruments</u><br/>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p><u>Playing the recorder</u><br/>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F<math>\sharp</math>, G, G<math>\sharp</math>, A, B and B<math>\flat</math>.</p>  | <p><b><u>Key Knowledge and skills</u></b></p> <p><u>Creating: Improvising</u><br/>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D<br/>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.<br/>Compose over a simple groove.<br/>Compose over a drone.<br/>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p> |   |

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|  | <p><b>Key Knowledge and skills</b></p> <p><u>Creating: Composing</u></p> <p>Create music and/or sound effects in response to music and video stimulus.<br/> Use music technology, if available, to capture, change and combine sounds.<br/> Compose over a simple chord progression. Compose over a simple groove.<br/> Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.<br/> Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.<br/> Create a simple melody using crotchets, minims<br/> Start and end on the note C (Pentatonic on C)<br/> Start and end on the note C (C major)<br/> Start and end on the note F (F major)<br/> Start and end on the note G (Pentatonic on G)</p> | <p><b>Key Knowledge and skills</b></p> <p><u>Performing</u></p> <p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.<br/> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.<br/> Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.<br/> Talk about what the song means and why it was chosen to share.<br/> Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p> |
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**Year 5/6**

**All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend a half term with a music specialist from DPA.**

**National Curriculum Objectives**

- 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

**Key Knowledge and skills**

Musicianship: Understanding Music

Use body percussion, instruments and voices.  
In the key centres of: C major, G major, D major, F major and A minor.  
In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat.  
Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.  
Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#

**Key Knowledge and skills**

Listening: Respond/Analyse

Talk about feelings created by the music.  
Justify a personal opinion with reference to Musical Elements.  
Find and demonstrate the steady beat.  
Identify 2/4, 3/4, 6/8 and 5/4 metre.  
Identify the musical style of a song or piece of music.  
Identify instruments by ear and through a range of media.  
Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.  
Explain a bridge passage and its position in a song.  
Recall by ear memorable phrases heard in the music.  
Identify major and minor tonality.  
Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.  
Explain the role of a main theme in musical structure.  
Know and understand what a musical introduction is and its purpose.  
Explain rapping.  
Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

**Key Knowledge and skills**

Singing

Rehearse and learn songs from memory and/or with notation.  
in 2/4, 3/4, 4/4 and 6/8 time.  
Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'.  
Sing a second part in a song.  
Self-correct if lost or out of time.  
Sing expressively, with attention to breathing and phrasing.  
Sing expressively, with attention to dynamics and articulation.  
Develop confidence as a soloist.  
Talk about the different styles of singing used for different styles of song.  
Talk confidently about how connected you feel to the music and how it connects in the world.  
Respond to a leader or conductor.

**Key Knowledge and skills**

Notation

Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.  
Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db  
Identify:  
    Staff  
    Treble clef  
    Time signature Read  
    respond to minims, crotchets, quavers, dotted quavers and semiquavers.  
Recognise how notes are grouped when notated.  
Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.  
Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.  
Understand the differences between 2/4, 3/4 and 4/4 time signatures.  
Read and perform pitch notation within an octave (eg C–C'/do–do).

**Key Knowledge and skills**

Playing Instruments

Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor.  
Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.  
Playing the recorder  
Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor.

**Key Knowledge and skills**

Creating: Improvising

Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A  
Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.  
Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

**Key Knowledge and skills**

Creating: Composing

Create music in response to music and video stimulus.  
Use music technology, if available, to capture, change and combine sounds.  
Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).  
Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics.  
Use rhythmic variety.  
Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).  
Use full scales in different keys.  
Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.  
Perform simple, chordal accompaniments.  
Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.  
Use a pentatonic and a full scale. Use major and minor tonality.  
Start and end on the note F (F major)  
Start and end on the note G (G major)  
Start and end on the note G (Pentatonic on G)  
Start and end on the note D (D minor)  
Start and end on the note E<sub>b</sub> (E<sub>b</sub> major)

**Key Knowledge and skills**

Performing

Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.  
Perhaps perform in smaller groups, as well as the whole class.  
Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.  
Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.  
Explain why the song was chosen, including its composer and the historical and cultural context of the song.  
A student leads part of the rehearsal and part of the performance.  
Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.  
Discuss and talk musically about the strengths and weaknesses of a performance.  
Collect feedback from the audience and reflect how future performances might be different.