

# St Charles' VC Academy



## Music Long Term Plan



St Charles' VC Academy  
Music

Unit Overviews

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

Additional Music Lessons from St Mary's College staff will be delivered to some classes. This will replace the Charanga units and details can be found in appendix 1



# St Charles' VC Academy

## Music

### Curriculum Progression Through Charanga Year 1

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	<ul style="list-style-type: none"> <li>The children will begin to recognise very basic style indicators and start to recognise different instruments.</li> <li>Have fun finding the pulse together and start to understand what pulse is/ does/ means etc.</li> <li>Start to use correct musical language during discussion and when describing feelings.</li> <li>They will begin to recognise the sound of the musical instruments used.</li> <li>Basic musical structure.</li> <li>The purpose of the song and context within history.</li> <li>How music makes them feel.</li> <li>About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</li> <li>They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Start to recognise/identify very simple style indicators and different instruments used.</li> <li>March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</li> <li>Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ul>
	Musical Activities	<p><b>Games:</b> Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> <li>Have fun finding the pulse together.</li> <li>Copy back simple rhythms, clapping.</li> <li>Copy back simple rhythms related to animals, food etc.</li> <li>Rhythm copy back - It's Your Turn! Create your own simple rhythms.</li> <li>Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to find and internalise the pulse on their own or with support.</li> <li>Try to or demonstrate more confidently how they find/feel the pulse.</li> <li>Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>Clap the rhythm of your name, favourite food, favourite colour etc.</li> <li>Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>
use their voices expressively and creatively by singing songs and speaking chants and rhymes		<p><b>Singing:</b> Start to sing songs/raps together in a group/ensemble.</p>	<p>Sing within a limited pitch range and begin to understand:</p> <ul style="list-style-type: none"> <li>The importance of working together in an ensemble or as part of a group.</li> <li>How important it is and why we warm up our voices.</li> <li>How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>How melody and words should be interpreted.</li> <li>How to sing with good diction.</li> <li>How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone .</li> <li>Begin to understand the importance of warming up their voices and to establish a good singing position.</li> <li>Start to consider that words mean something and how they work together with the music.</li> <li>Sing with a good sense of the pulse internally and try to sing together with the group.</li> <li>Stop and start as appropriate, begin to follow a leader/conductor.</li> </ul>



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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
play tuned and untuned instruments musically		<p><b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.</p>	<ul style="list-style-type: none"> <li>• Start to learn to play together in a band or ensemble.</li> <li>• Join in and stop as appropriate.</li> <li>• Start to respond to simple musical cues such as starting and stopping etc.</li> <li>• Learn how to follow a leader/conductor.</li> <li>• Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li> <li>• Learn to play your instrument correctly and treat it with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach.</li> <li>• Learn to stop/start and respond to basic musical cues from the leader/conductor.</li> <li>• Learn how to treat your instrument with respect and how to play it correctly.</li> <li>• Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li> </ul>
		<p><b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> <li>• Clap and improvise (simple rhythmic patterns).</li> <li>• Copy back.</li> <li>• Question and Answer.</li> <li>• Sing and Improvise (simple patterns).</li> <li>• Copy back using voices.</li> <li>• Question and Answer using voices.</li> <li>• Play and Improvise (simple patterns).</li> <li>• Copy back using instruments.</li> <li>• Question and Answer using instruments.</li> <li>• Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>• Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>• Improvise using very simple patterns on your instrument and/or voice.</li> <li>• Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</li> </ul>
experiment with, create, select and combine sounds using the inter-related dimensions of music.	Musical Activities	<p><b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>• Begin to understand the differences between composition and improvisation.</li> <li>• Create your own simple melodies within the context of the song that is being learnt.</li> <li>• Compose using one or two notes.</li> <li>• Record the composition in any way appropriate.</li> <li>• Notate music in different ways, using graphic/video, ICT.</li> <li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>• Create compositions using one or two notes, increasing to three notes if appropriate.</li> <li>• Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>• Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</li> <li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</li> </ul>



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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band.</p>	<ul style="list-style-type: none"><li>• Start to perform together in an ensemble/band.</li><li>• Sing, play, improvise and play back compositions as part of your ensemble/band.</li><li>• Do all of this in front of an audience.</li><li>• Learn about performance and building confidence.</li><li>• Understand about practice.</li><li>• Record your performance and learn from watching it back.</li></ul>	<ul style="list-style-type: none"><li>• Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li><li>• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</li><li>• Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li><li>• Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li><li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li></ul>



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### Year 2

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
listen with concentration and understanding to a range of high-quality live and recorded music	Listen and Appraise	The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	<ul style="list-style-type: none"> <li>• The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</li> <li>• Have fun finding the pulse together and start to understand what pulse is/does/means etc.</li> <li>• Start to use correct musical language during discussion and when describing feelings.</li> <li>• They will begin to recognise the sound of the musical instruments used.</li> <li>• Basic musical structure.</li> <li>• The purpose of the song and context within history.</li> <li>• How music makes them feel.</li> <li>• About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</li> <li>• They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to recognise/identify very simple style indicators and different instruments used.</li> <li>• March, clap, tap your knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse.</li> <li>• Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>• Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>• Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ul>
	Musical Activities	<b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games: <ul style="list-style-type: none"> <li>• Continue with beginner games</li> <li>• Have fun finding the pulse.</li> <li>• Copy back simple rhythms with increasing knowledge and confidence.</li> <li>• Rhythm copy back - It's Your Turn! Create your own simple rhythms.</li> <li>• Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to find and internalise the pulse on their own or with support.</li> <li>• Demonstrate more confidently how they find/feel the pulse.</li> <li>• Demonstrate more confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>• Clap the rhythm of your name, favourite food, favourite colour etc. confidently and create their own rhythm when asked.</li> <li>• Show a deeper understanding of how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>
use their voices expressively and creatively by singing songs and speaking chants and rhymes		<b>Singing:</b> Start to sing songs/raps together in a group/ensemble.	Sing within a limited pitch range and deepen their understanding of: <ul style="list-style-type: none"> <li>• The importance of working together in an ensemble or as part of a group.</li> <li>• How important it is and why we warm up our voices.</li> <li>• How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>• How melody and words should be interpreted.</li> <li>• How to sing with good diction.</li> <li>• How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone .</li> <li>• Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>• Consider that words mean something and how they work together with the music.</li> <li>• Sing with a good sense of the pulse internally and try to sing together with the group.</li> <li>• Stop and start as appropriate, begin to follow a leader/conductor.</li> </ul>



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play tuned and untuned instruments musically	Musical Activities	<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	<ul style="list-style-type: none"> <li>• Continue to learn to play together in a band or ensemble.</li> <li>• Join in and stop as appropriate more confidently.</li> <li>• Continue to respond to simple musical cues such as starting and stopping etc.</li> <li>• Follow a leader/conductor.</li> <li>• Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li> <li>• Continue to learn to play your instrument correctly and treat it with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to play a classroom instrument as part of a group/ensemble and as part of the song that you are learning.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach.</li> <li>• Continue to respond to basic musical cues from the leader/conductor.</li> <li>• Continue to treat your instrument with respect and how to play it correctly.</li> <li>• Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li> </ul>
experiment with, create, select and combine sounds using the inter-related dimensions of music.		<b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime: <ul style="list-style-type: none"> <li>• Clap and improvise (simple rhythmic patterns).</li> <li>• Copy back.</li> <li>• Question and Answer.</li> <li>• Sing and Improvise (simple patterns).</li> <li>• Copy back using voices.</li> <li>• Question and Answer using voices.</li> <li>• Play and Improvise (simple patterns).</li> <li>• Copy back using instruments.</li> <li>• Question and Answer using instruments.</li> <li>• Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, so that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>• Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</li> </ul>
		<b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.	<ul style="list-style-type: none"> <li>• Continue to understand the differences between composition and improvisation.</li> <li>• Continue to create your own simple melodies within the context of the song that is being learnt.</li> <li>• Compose using one, two or three notes.</li> <li>• Record the composition in any way appropriate.</li> <li>• Notate music in different ways, using graphic/video, ICT.</li> <li>• Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>• Move beyond composing using one or two notes, increasing to three notes if appropriate.</li> <li>• Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>• Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</li> <li>• Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</li> </ul>



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National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and un-tuned instruments musically.</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band.</p>	<ul style="list-style-type: none"> <li>• Continue to learn how to perform together in an ensemble/band.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band.</li> <li>• Do all of this in front of an audience.</li> <li>• Learn about performance and building confidence.</li> <li>• Understand about practice.</li> <li>• Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li> <li>• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</li> <li>• Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>





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### Year 3

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Listen and Appraise</p>	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<ul style="list-style-type: none"> <li>• The children will begin to recognise very basic style indicators and start to recognise different instruments. <i>Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz.</i></li> <li>• Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>• They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>• They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> <li>• The purpose of the song and context within history.</li> <li>• Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>• Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>• More consistently use accurate musical language to describe and talk about music.</li> <li>• Listen to other ideas about music, respect those ideas and feelings.</li> <li>• Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ul>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musical Activities</p>	<p><b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> <li>• Pulse - a steady beat.</li> <li>• Rhythm - copy simple patterns and how they work with pulse.</li> <li>• Pitch - what it is, to copy it and to warm up their voices.</li> <li>• Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>• Rhythm copy back - progress from teacher to pupil-led games.</li> <li>• Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>• Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>• Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and internalise the pulse on your own or with support but more confidently.</li> <li>• Demonstrate how you find/feel the pulse, with ease.</li> <li>• Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>• Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</li> <li>• Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>



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Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Musical Activities	<b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.	<p>Sing within a limited pitch range and continue to understanding:</p> <ul style="list-style-type: none"> <li>• The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so</li> <li>• How important it is and why we warm up our voices posture, breathing and voice projection.</li> <li>• How to join in and stop as appropriate – continue to follow a leader/conductor confidently.</li> <li>• How melody and words should be interpreted.</li> <li>• How to sing with good diction.</li> <li>• How to perform with a good sense of pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to understand how to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>• Continue to understand the importance of warming up their voices and to establish a good singing position.</li> <li>• Consider that words mean something and project the meaning of the song.</li> <li>• Sing with a good sense of the pulse internally and sing together and in time with the group.</li> <li>• Follow a leader/conductor.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>		<b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.	<ul style="list-style-type: none"> <li>• Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>• Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>• Learn to treat each instrument with respect and use the correct techniques to play them.</li> <li>• Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>• Continue to respond to basic musical cues from the leader/conductor.</li> <li>• Continue to treat your instrument with respect and care and to play it correctly.</li> <li>• Play more confidently as part of your ensemble/group with a sound before-symbol (by ear) approach or, with notation if appropriate.</li> </ul>
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>		<b>Improvisation:</b> Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.	<p>Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation.</p> <ul style="list-style-type: none"> <li>• Progress through the differentiated Bronze, Silver and Gold Challenges.               <ul style="list-style-type: none"> <li>○ Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>○ Copy back a musical idea.</li> <li>○ Play and Improvise – using instruments.</li> <li>○ Invent a musical answer using one or two notes.</li> <li>○ Improvise! - using two notes on instruments.</li> <li>○ Listen to each other's musical ideas.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</li> <li>• Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</li> </ul>



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### Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Musical Activities</p>	<p><b>Composition:</b> Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>• Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>• Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>• Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>• Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>• Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>• Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>• Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band.</p>	<ul style="list-style-type: none"> <li>• Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>• Do all of this in front of an audience with more understanding of their needs.</li> <li>• Learn about performance and building confidence.</li> <li>• Understand about practice.</li> <li>• Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work together as part of an ensemble/band. Follow the conductor/band leader.</li> <li>• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>• Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>



# St Charles' VC Academy

## Music

### Year 4

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Listen and Appraise</p>	<p>The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p>	<p>The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.</p> <ul style="list-style-type: none"> <li>• Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>• They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>• The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</li> <li>• The purpose of the song and context within history.</li> <li>• Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>• Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>• More consistently use accurate musical language to describe and talk about music.</li> <li>• Listen to other ideas about music, respect those ideas and feelings.</li> <li>• Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ul>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musical Activities</p>	<p><b>Games:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning about:</p> <ul style="list-style-type: none"> <li>• Pulse - a steady beat.</li> <li>• Rhythm - copy simple patterns and how they work with pulse.</li> <li>• Pitch - what it is, to copy it and to warm up their voices.</li> <li>• Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>• Rhythm copy back - progress from teacher to pupil-led games.</li> <li>• Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>• Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>• Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and internalise the pulse on your own and stay in time.</li> <li>• Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast or slow pulse.</li> <li>• Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>• Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.</li> <li>• Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>



## St Charles' VC Academy

### Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Musical Activities	<p><b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p>	<p>Sing within a limited pitch range and continue to understand in greater depth:</p> <ul style="list-style-type: none"> <li>• The importance of working together in an ensemble or as part of a group, and how the musical outcomes are of higher quality when doing so</li> <li>• How important it is and why we warm up our voices posture, breathing and voice projection.</li> <li>• How to join in and stop as appropriate – continue to follow a leader/conductor confidently.</li> <li>• How melody and words should be interpreted.</li> <li>• Try to match your performance of the song to how the music sounds ie start to think musically.</li> <li>• How to sing with good diction.</li> <li>• How to perform with a good sense of pulse and rhythm.</li> </ul>	<p>Sing in tune within a limited pitch range and continue to understand:</p> <ul style="list-style-type: none"> <li>• How to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>• The importance of warming up their voices and to establish a good singing position.</li> <li>• How to perform a song stylistically and as musically as you can.</li> <li>• How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps singing two parts.</li> <li>• Follow a leader/conductor with confidence.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>		<p><b>Playing Instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p>	<p>In greater depth:</p> <ul style="list-style-type: none"> <li>• Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>• Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>• Treat each instrument with respect and use the correct techniques to play them.</li> <li>• Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge and confidence.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>• Continue to respond to basic musical cues from the leader/conductor.</li> <li>• Continue to treat your instrument with respect and care and to play it correctly.</li> <li>• Play more confidently as part of your ensemble/group with a sound before-symbol (by ear) approach or, with notation if appropriate.</li> </ul>
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>		<p><b>Improvisation:</b> Continue inventing musical ideas within improvisation.</p>	<ul style="list-style-type: none"> <li>• Progress through the differentiated Bronze, Silver and Gold Challenges.               <ul style="list-style-type: none"> <li>○ Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>○ Play and Improvise – using instruments.</li> <li>○ Invent a musical answer using one or two notes.</li> <li>○ To listen and copy musical ideas by ear (rhythmic or melodic).</li> <li>○ To create musical rhythms and melodies as answers as part of a group and as a soloist.</li> <li>○ To respect each other's musical ideas and efforts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</li> <li>• Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</li> </ul>



## St Charles' VC Academy

### Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Musical Activities</p>	<p><b>Composition:</b> Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p>	<ul style="list-style-type: none"> <li>• Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>• Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>• Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>• Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> <li>• Continue to create your own slightly more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>• Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>• Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>• Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band.</p>	<ul style="list-style-type: none"> <li>• Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>• Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>• Do all of this in front of an audience with more understanding of their needs.</li> <li>• Learn about performance and building confidence.</li> <li>• Understand in more depth about practice and why we do it.</li> <li>• Record your performance and learn from watching it back.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</li> <li>• Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>• Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>



# St Charles' VC Academy

## Music

### Year 5

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Listen and Appraise</p>	<p>The children will continue to listen to a variety of musical styles from different times and traditions.</p> <p>Recognise instruments and features of key musical styles.</p> <p>Encourage confident discussion using accurate musical language.</p>	<p>The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary, Classical Music.</p> <ul style="list-style-type: none"> <li>• When listening to the music, find and internalise the pulse using movement.</li> <li>• Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>• Use correct musical language consistently to describe the music you are listening to and your feelings towards it.</li> <li>• Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>• Discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>• Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>• Use accurate musical language to describe and talk about music.</li> <li>• Listen to other ideas about music, respect those ideas and feelings.</li> <li>• Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</li> </ul>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Musical Activities</p>	<p><b>Games:</b> Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> <li>• Rhythm and Pitch Copy Back using one, two or three notes</li> <li>• Question and Answer using one, two or three notes</li> </ul> <p>Security, confidence and ease, will start to be apparent through:</p> <ul style="list-style-type: none"> <li>• Body movement and within the context of the Games Track being used.</li> <li>• Knowing, understanding and demonstrating how pulse and rhythm work together.</li> <li>• Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and internalise the pulse on your own and stay in time.</li> <li>• Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>• Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>• Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</li> <li>• Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Musical Activities</p>	<p><b>Singing:</b> Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> <li>• The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>• How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>• Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>• Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>• Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>• Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>• Perform and interpret a song stylistically and as musically as you can.</li> <li>• Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</li> <li>• Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?</li> </ul>



## St Charles' VC Academy Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>		<p><b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>	<ul style="list-style-type: none"> <li>• Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>• Choose parts according to ability and play them musically.</li> <li>• Progress as appropriate between the parts.</li> <li>• Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</li> <li>• Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>• Continue to treat each instrument with respect and use the correct techniques to play them.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>• Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li> <li>• Continue to treat your instrument with respect and care and to play it correctly.</li> <li>• Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li> </ul>
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>		<p><b>Improvisation:</b> Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<ul style="list-style-type: none"> <li>• Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.</li> <li>• Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>• Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5.</li> </ul> <p><b>Autumn and spring units:</b></p> <ul style="list-style-type: none"> <li>• Sing, Play and Copy back – clapping progressing to using instruments.</li> <li>• Play and Improvise - using instruments, invent a musical answer using one, two or three notes.</li> <li>• Improvise! - using up to three notes on instruments.</li> </ul> <p><b>Summer 1 unit Bronze, Silver and Gold Challenges:</b></p> <ul style="list-style-type: none"> <li>• Challenge 1 - clapping riffs.</li> <li>• Challenge 2 - playing riffs using one, two or three notes.</li> <li>• Challenge 3 - Question and Answer using one, two or three notes.</li> <li>• Challenge 4 - Improvise using one, two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>• Continue to improvise using simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</li> </ul>





## St Charles' VC Academy

### Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations.</p>	<p>Musical Activities</p>	<p><b>Composition:</b> Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>• Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</li> <li>• Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>• Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>• Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> <li>• Create your own more complex melodies within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>• Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>• Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band with ease and confidence.</p>	<ul style="list-style-type: none"> <li>• Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</li> <li>• sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>• Do all of this in front of an audience with more understanding of their needs.</li> <li>• Communicate ideas, thoughts and feelings through the performance.</li> <li>• Understand about practice.</li> <li>• Record your performance and learn from watching it back. Respond to feedback and offer positive comment.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</li> <li>• Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>• Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>



# St Charles' VC Academy

## Music

### Year 6

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	Listen and Appraise	<p>The children will continue to listen to a variety of musical styles from different times and traditions.</p> <p>Recognise instruments and features of key musical styles.</p> <p>Encourage confident discussion using accurate musical language.</p>	<ul style="list-style-type: none"> <li>Children will continue to show their increasing depth of knowledge and understanding.</li> <li>The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. <i>Styles include: The Music of Michael Jackson, Jazz, The Music of Benjamin Britten, Rock music, The Music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.</i></li> <li>When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music.</li> <li>Listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>Use correct musical language to confidently describe the music you are listening to and your feelings towards it.</li> <li>Listen, comment on and discuss with confidence, ideas together as a group.</li> <li>Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</li> <li>Find the pulse confidently and innately, of the music they are listening to and understand what that means.</li> <li>Use accurate musical language to describe and talk about music.</li> <li>Listen to other ideas about music, respect those ideas and feelings.</li> <li>Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</li> </ul>
<p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Musical Activities	<p><b>Games:</b> A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games..</p>	<p>Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges:</p> <ul style="list-style-type: none"> <li>Rhythm and Pitch Copy Back using one, two or three notes</li> <li>Question and Answer using one, two or three notes</li> </ul> <p>Security, confidence and ease, will start to be apparent through:</p> <ul style="list-style-type: none"> <li>Body movement and within the context of the Games Track being used.</li> <li>Knowing, understanding and demonstrating how pulse and rhythm work together.</li> <li>Understanding how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Find and internalise the pulse on your own and with ease.</li> <li>Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>Understand and demonstrate confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked.</li> <li>Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ul>



## St Charles' VC Academy

### Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Musical Activities	<p><b>Singing:</b> Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<p>Sing within an appropriate vocal range with clear diction and continue to understand:</p> <ul style="list-style-type: none"> <li>• The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor.</li> <li>• How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>• Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.</li> <li>• Have a greater understanding of melody, words and their importance and how to interpret a song musically.</li> <li>• Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to work together as part of a group and in an ensemble or, as a soloist.</li> <li>• Continue to understand the importance of warming up your voice and to establish a good singing position.</li> <li>• Perform and interpret a song stylistically and as musically as you can.</li> <li>• Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning.</li> <li>• Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself?</li> </ul>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>		<p><b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p>	<p>With a greater depth of understanding:</p> <ul style="list-style-type: none"> <li>• Play differentiated parts with a sound-before-symbol approach or using the notated scores.</li> <li>• Choose parts according to ability and play them musically.</li> <li>• Progress as appropriate between the parts.</li> <li>• Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.</li> <li>• Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group.</li> <li>• Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>• Build on understanding the basics and foundations of formal notation – an introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.</li> <li>• Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>• Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.</li> <li>• Continue to treat your instrument with respect and care and to play it correctly.</li> <li>• Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li> </ul>



## St Charles' VC Academy

### Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>		<p><b>Improvisation:</b> Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<ul style="list-style-type: none"> <li>• Deepen your understanding of what musical improvisation means. Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes.</li> <li>• Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>• Progress through the differentiated Bronze, Silver and Gold challenges in Year 6.</li> <li>• Challenge 1 - clapping riffs.</li> <li>• Challenge 2 - playing riffs using one, two or three notes.</li> <li>• Challenge 3 - Question and Answer using one, two or three notes.</li> <li>• Challenge 4 - Improvise using one, two or three notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>• Continue to improvise using simple patterns on your instrument and/or voice.</li> <li>• Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>• Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.</li> </ul>
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Musical Activities</p>	<p><b>Composition:</b> Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p>	<ul style="list-style-type: none"> <li>• Confidently create your own melodies within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>• Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate.</li> <li>• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>• Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ul style="list-style-type: none"> <li>• Confidently create your own melodies within the context of the song that is being learnt and do this with deeper understanding.</li> <li>• Move beyond composing using two notes, increasing to three notes then five if appropriate.</li> <li>• Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate.</li> <li>• Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</li> </ul>



## St Charles' VC Academy Music

National curriculum statement	Musical Strand	Charanga Objectives	Learning Overview	Outcomes
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Perform and Share</p>	<p>Perform together in an ensemble/band with ease, confidence and knowledge of your audience.</p>	<p>With a greater understanding:</p> <ul style="list-style-type: none"> <li>• Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically.</li> <li>• sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy.</li> <li>• Do all of this in front of an audience with more understanding of their needs.</li> <li>• Communicate ideas, thoughts and feelings through the performance.</li> <li>• Understand about practice related to performance outcomes.</li> <li>• Record your performance and learn from watching it back. Respond to feedback and offer positive comment.</li> </ul>	<p>In greater depth:</p> <ul style="list-style-type: none"> <li>• Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.</li> <li>• Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>• Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>• Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>• Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ul>



# St Charles' VC Academy

## Music

### Musical Progression

#### KS1

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Title	Key	Easy note range	Medium note range	Melody note range	Each note values	Medium note values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Autumn 2	Rhythm in the Way we Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Spring 2	Round and Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	N/A			
	Summer 1	Your Imagination	C	G	C, E, G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and / or clap and sing			C,D	C,D,E	C,D,E,G,A	
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Autumn 2	Hơ Hơ Hơ	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	N/A	N/A			N/A			
	Spring 1	I Wanna Play in a Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers and Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			



# St Charles' VC Academy

## Music

### Musical Progression Lower KS2

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody not range	Each note values	Medium not values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	N/A	Not Applicable			Not Applicable		
	Autumn 2	Glockenspiel 1	Multiple Songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, minims and rests	N/A	N/A	C,D	C,D	N/A	C,D,E,F	C,D,E,F	N/A
	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E	Crotchets and rest	Crotchets and rest	Quavers, crotchets, minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and minims	Crotchets and minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and minim rests	Minims, crotchet rests and quavers	Crotchets and rests, quavers, dotted quavers.	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Crotchets and quavers.	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
	Autumn 2	Glockenspiel 2	Multiple Songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rest	Crotchets, minims and rests	Quavers, crotchets, minims, semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E
	Spring 1	Stop	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, crotchets, dotted crotchets and minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted minims, minims, semibreves	Crotchets, semibreves and minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		



# St Charles' VC Academy

## Music

### Musical Progression

#### Upper KS2

Unit of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Title	Key	Easy note range	Medium note range	Melody note range	Each note values	Medium note values	Melody note values	Easy	Medium	More Difficult	Easy	Medium	More Difficult
5	Autumn 1	Livin On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	minims	Crotchets and minims	Quavers, crotchets, dotted crotchets and quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F#	G,A,B or D,E,F#
	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	N/A		
	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotches, minims, and semibreves	Quavers and crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
	Spring 2	Fresh Prince Of Bel-Air	A minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, crotchets	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
	Summer 1	Dancin' In The Street	F Major	F	F,G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
	Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	I'll Be There	F Major	F,G,A	F,G,A	D,E,F,G,A,Bb,C	Semibreves	Quavers, Crotchets, Minims, Semibreves and rests	Quavers, Crotchets, Minims, Semibreves, dotted notes and rests	F	F,G	F,G,A	F,G	,G,A	F,G,A,C,D
	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	N/A		
			C Blues	C, Bb,G	C,Bb,G,F	C,Bb,D,F,C	N/A			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	N/A		
	Spring 1	New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and minims	Quavers, minims and semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
	Spring 2	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, minims and rests	Quavers, dotted crotchets, minims, semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
	Summer 1	You've Got a Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, quavers, minims, dotted notes and rests	Quavers, dotted crotchets, minims, dotted minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
Summer 2	Reflect, Rewind and Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			





# St Charles' VC Academy

## Music

### Appendix 1

### St Mary's College Curriculum Music Support - EYFS

Term	Tone Set	Familiar Songs	New Songs	Openers	Closers	Non-Musical Focuses	Musical Concepts	Creating	Listening	Special Props	Themes - St C
Autumn 1	A, F #	Wheels on the Bus Going on a Bear Hunt	Hey There, Look at Me! (Puppet)  Hey, hey, where are you?  Up and Down  Come and Make a Circle/Stand Up/Sit Down	Hello Song	Sing Goodbye to everyone by name	Enjoyment and participation	Louder/Quieter	Directing volume - being the conductor	3 2 1 Blast Off!  I can Shake my Shaker Egg!  Summer Slow Movement (Vivaldi)	Parachute Mixed Instruments	Name Songs Colours Songs ('I paint Isabelle' 'Who would like a red scarf?') Home Language Songs Head, Shoulders, Knees and Toes Can you Shake your Eggs with Me? (Body parts vocabulary)
Autumn 2	A, F #, B	Rain, Rain, Go Away! It's Raining, It's Pouring!	Doggie, Doggie, Where's Your Bone?	Name Song Hey, Hey, Look at Me!  Can you shake your eggs with me?	Action Goodbye Song	EAL - Instruction Words/Useful Vocab	Faster/Slower	Creating rain music!  I Hear Thunder - sound effects	Rabbit/Tortoise song with parachute  Listening - Vivaldi's Autumn  Haydn's Surprise Symphony	Jingle Bells Glocks	Autumn Leaves Songs - Autumn Leaves are A Falling (Lycra song) - The Leaves on the Trees (Wheels on the bus)  I like walking in the leaves... (Haydn's Surprise Symphony)  Jingle Bells Opposites We Wish You a Merry Christmas
Spring 1	A, F #, B, D	Swing me Over the Ocean	Various singing alone games  Walking in the Rain  Here We are in Music Land!	Name Song	Pop-Up Puppet	Singing Alone	Moving to the Beat	Making up our own songs and sounds! (Mmm/Aah concept!)  Start with Singing	I can Shake my Shaker Egg  Wagner/other classical tunes - superheroes activity	Scarves <ul style="list-style-type: none"><li>Who'd like a red scarf?</li></ul>	Billy Goats Gruff rhythm sticks song  Room on the Broom Song  Superheroes listening activity (flying to different planets) - music and movement
Spring 2	Range of a 5th	Ring a Ring A Roses	Charlie Over the Ocean  Listen, Listen, Here I come!	Circle Songs - Ring a Ring a Roses!	Goodbye Everyone, Goodbye Everyone Glad that you were here!	Leading <ul style="list-style-type: none"><li>Hey, hey, Look At Me (everyone gets a turn)</li></ul>	Playing on the Beat	Mango Mango  Creating sounds with pans, spoons and bowls	Vivaldi (Sleep/Awake)  Vivaldi - Spring from Four Seasons	Sensory Lights Claves	Old MacDonald  Goldilocks and the 3 Bears <ul style="list-style-type: none"><li>Rhyme</li><li>Here we Are in Music Land</li><li>Porridge in a Pan (Different melody)</li></ul>



## St Charles' VC Academy

### Music

Term	Tone Set	Familiar Songs	New Songs	Openers	Closers	Non-Musical Focuses	Musical Concepts	Creating	Listening	Special Props	Themes - St C
											<ul style="list-style-type: none"> <li>Mama Bear's Chair (different melody)</li> <li><a href="#">Three Bears Rap</a> (Try to learn without CD - singing elements better! Clave actions)</li> </ul>
Summer 1	Range of a 6th	I am a Fine Musician!  Charlie Over the Ocean  4 Rain Songs with sound effects!  Walking in the Rain	Dippety Door  Peekaboo  Can you Shake your Eggs with Me?	Dippety Door  Listen, Listen, Here I come!	Goodbye (Dippety Do)	Following more complex instructions/game rules <ul style="list-style-type: none"> <li>Pass the Puppet (Singing Games and Rhymes)</li> <li>Early in the Morning</li> </ul>	Different Sounds <ul style="list-style-type: none"> <li>Here's a Box</li> <li>Mystery Sounds - Guessing Game</li> <li>Start with Singing (Frere Jacques modified tune!)</li> <li>When You Play the Tambour (Modified Tune)</li> <li>One Favourite Instrument</li> </ul>	Create using instruments in the middle of the circle	Flight of the Bumblebee  Vivaldi (Sleep/Awake)  Spring	Mixed Instruments	Bugs - Here is a bee hive (sung) <i>Snail, Snail</i> <i>Hickety Tickety Bumble Bee</i>  I Went to the Cabbages  Five Little Caterpillars
Summer 2	Range of a 7th	Early in the Morning  Charlie Over the Ocean	(Both) Mouse, Mousie Here Sits a Mousie...	Hello Everyone, hello everyone, Glad that you are here!	Goodbye Everyone	Performing <ul style="list-style-type: none"> <li>School Concert</li> <li>Singing favourite songs in centre of circle</li> </ul>	Playing Different Parts Together	Bought me a Cat - add sounds...  Megablocks - rhythms  The Ship goes Sailing on the sea! (Different instrumental parts)	Sailing By  Scarves: <ul style="list-style-type: none"> <li>Spring</li> <li>Syncopated Clock</li> <li>Viennese Musical Clock</li> <li>Cuckoo</li> </ul> Shakers: <ul style="list-style-type: none"> <li>I can shake my shaker egg</li> <li>Thunderstorm</li> </ul>	Scarves Shakers	Snail and the Whale Song  Early in the Morning at 8 O' Clock (postman song and game)  London Bridge is Falling Down  Megablocks Rhythms



## St Charles' VC Academy Music

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

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Autumn 1	Our Community	Performance	The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.	<ul style="list-style-type: none"> <li>Pupils understand and explore how music is communicated (conducting)</li> <li>Pupils play and perform, using their voices and playing musical instruments with increasing accuracy and expression</li> <li>Pupils develop an understanding of musical composition, and compose and improvise</li> <li>Pupils create music on their own and with others</li> </ul>	<ol style="list-style-type: none"> <li>Learning to sing a song (Lesson 1)</li> <li>Understanding metre through singing and playing instruments (Lesson 1)</li> <li>Conducting a metre of four (Lesson 1)</li> <li>Conducting metres of two and three (Lessons 2 and 4)</li> <li>Writing lyrics (Lessons 2 and 3)</li> <li>Learning to sing a song from our musical heritage (Lesson 4)</li> <li>Developing accompaniments using ostinato and invented or improvised rhythms (Lesson 5)</li> <li>Rehearsing for a performance (Lesson 6)</li> <li>Developing a performance by adding other media (Lesson 6)</li> <li>10. Performing with awareness of audience (Lesson 6)</li> </ol>
Autumn 2	Solar System	Listening	Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.	<ul style="list-style-type: none"> <li>Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers</li> <li>Pupils explore dynamics, timbre, tempo, and texture</li> <li>Pupils use and understand staff and other musical notations</li> <li>Pupils learn to sing with expression</li> <li>Pupils develop an understanding of musical composition</li> </ul>	<ol style="list-style-type: none"> <li>Listening to music with focus and analysing using musical vocabulary (Lesson 1)</li> <li>Relating sound sequences to images (Lesson 1)</li> <li>Interpreting images to create descriptive sound sequences (Lesson 1)</li> <li>Developing the use of dynamics in a song (Lesson 2)</li> <li>Listening to music, focusing on dynamics and texture (Lesson 2)</li> <li>Learning a melodic ostinato using staff notation (Lesson 2)</li> <li>Developing techniques of performing rap using texture and rhythm (Lesson 3)</li> <li>Learning a song with a complex texture (Lesson 4)</li> <li>Learning about the sound of the whole tone scale (Lesson 4)</li> <li>Listening to music and describing its effects and use of the musical dimensions (Lesson 5)</li> <li>Performing a song with expression and with attention to tone and phrasing (Lesson 5)</li> <li>Creating a musical background to accompany a poem (Lesson 5)</li> <li>Creating and presenting a performance of song, music, and poetry (Lesson 6)</li> </ol>
Spring 1	Life Cycles	Structure	Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.	<ul style="list-style-type: none"> <li>Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians</li> <li>Pupils develop an understanding of musical composition</li> <li>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>Pupils explore structure, timbre, and appropriate musical notations</li> </ul>	<ol style="list-style-type: none"> <li>Singing in two and three parts (Lessons 1 and 2)</li> <li>Reading a melody in staff notation (Lesson 1)</li> <li>Accompanying a song with tuned and untuned instruments (Lesson 1)</li> <li>Composing and performing together (Lesson 2)</li> <li>Combining vocal sounds in performance (Lesson 3)</li> <li>Creating a performance using voices and instruments in four parts (Lesson 3)</li> <li>Exploring extended vocal techniques (Lesson 4)</li> <li>Developing a structure to combine sounds (Lesson 4)</li> <li>Creating musical effects using contrasting pitch (Lesson 5)</li> <li>Learning about the music of an early opera (Lesson 6)</li> <li>Creating descriptive music (Lesson 6)</li> <li>Developing a performance with awareness of audience (Lesson 6)</li> </ol>
Spring 2	Keeping Healthy	Beat	From body-popping and gospel-singing to	<ul style="list-style-type: none"> <li>Pupils explore pitch, structure, texture, and appropriate musical notations, including staff notation</li> </ul>	<ol style="list-style-type: none"> <li>Exploring beat at different tempi (Lesson 1)</li> <li>Singing syncopated melodies (Lesson 1)</li> </ol>



## St Charles' VC Academy

### Music

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
			swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.	<ul style="list-style-type: none"> <li>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>Pupils sing and play musically, with increasing confidence and control</li> <li>Pupils perform in an ensemble context</li> </ul>	<ol style="list-style-type: none"> <li>Developing rhythm skills through singing, playing, and moving (Lesson 1)</li> <li>Singing and playing scales and chromatic melodies (Lesson 2)</li> <li>Using steady beat and syncopated rhythms (Lesson 2)</li> <li>Accompanying a song with sung and played drones (Lesson 3)</li> <li>Singing in unison and two parts (Lesson 3)</li> <li>Developing an arrangement of a two-part song (Lesson 4)</li> <li>Learning and creating accompaniments for a song (Lesson 4)</li> <li>Reading grid or staff notation to play a bassline (Lesson 4)</li> <li>Learning to perform a song with syncopated rhythms (Lesson 5)</li> <li>Arranging a complete performance of music and songs (Lesson 6)</li> <li>Using a score to notate and guide selected elements of a performance (Lesson 6)</li> </ol>
Summer 1	At the Movies	Composition	Explore music from 1920s animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music.	<ul style="list-style-type: none"> <li>Pupils develop an understanding of the history of music</li> <li>Pupils listen with attention to detail and recall sounds with increasing aural memory</li> <li>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>Pupils explore tempo, texture, structure, duration, and appropriate musical notations</li> </ul>	<ol style="list-style-type: none"> <li>Understanding music narrative, and exploring and using narrative structure (Lessons 1 and 2)</li> <li>Interpreting notation (Lesson 1)</li> <li>Using a storyboard to structure sounds (Lesson 1)</li> <li>Learning about the use of sound effects in movies (Lesson 2)</li> <li>Composing sound effects to perform with a movie (Lesson 2)</li> <li>Identifying changes in tempo and their effects (Lesson 3)</li> <li>Exploring and understanding phrase structure of a song melody (Lesson 3)</li> <li>Creating and performing a sequence of melodic phrases with a movie (Lesson 3)</li> <li>Learning about the use of musical clichés in movie soundtracks (Lesson 4)</li> <li>Exploring the effect of music in movies (Lesson 4)</li> <li>Using the musical dimensions to create and perform music for a movie (Lesson 4)</li> <li>Learning about and exploring techniques used in movie soundtracks (Lesson 5)</li> <li>Creating sounds for a movie, following a timesheet (Lesson 5)</li> <li>Working in groups to create descriptive movie music (Lesson 6)</li> <li>Evaluating and refining compositions (Lesson 6)</li> <li>Learning about using cue scores (Lesson 6)</li> </ol>
Summer 2	Celebration	Performance	A lively celebration in song for the children to perform at a class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.	<ul style="list-style-type: none"> <li>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>Pupils are taught to sing and play musically with increasing confidence and control</li> <li>Pupils listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<ol style="list-style-type: none"> <li>Singing a song in unison and three-part harmony (Lesson 1)</li> <li>Learning a melody and harmony part on instruments to accompany a song (Lesson 1)</li> <li>Performing ostinato and body percussion accompaniments to a song (Lesson 2)</li> <li>Exploring a song arrangement and its structure (Lesson 2)</li> <li>Performing a song with a complex structure in four parts (Lesson 3)</li> <li>Developing a song performance with awareness of audience (Lesson 3)</li> <li>Understanding and using a song structure (Lesson 4)</li> <li>Applying singing techniques to improve performance (Lesson 4)</li> <li>Developing accurate ensemble playing (Lesson 5)</li> <li>Controlling short, loud sounds on a variety of instruments (Lesson 5)</li> <li>Rehearsing and improving an ensemble performance (Lesson 6)</li> <li>Preparing a performance with awareness of audience (Lesson 6)</li> </ol>



## St Charles' VC Academy Music

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

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
Autumn 1	World Unit	Step dance Performance	Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	<ul style="list-style-type: none"> <li>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Pupils are taught to sing and play musically with increasing confidence and control</li> <li>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> </ul>	<ol style="list-style-type: none"> <li>Exploring beat and syncopation through a song and body percussion (Lesson 1)</li> <li>Developing coordination and rhythm skills (Lesson 2)</li> <li>Performing a rhythmic sequence to a piece of music (Lesson 2)</li> <li>Developing the idea of pitch shape and relating it to movement (Lesson 3)</li> <li>Understanding pitch through movement and notation (Lesson 3)</li> <li>Creating rhythm patterns (Lesson 4)</li> <li>Arranging different musical sections to build a larger scale performance (Lesson 4)</li> <li>Exploring rhythm through dance (Lesson 5)</li> <li>Combining different rhythms (Lesson 5)</li> <li>Exploring ways of combining and structuring rhythms through dance (Lesson 6)</li> </ol>
Autumn 2	Journeys	Song Cycle performance	The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	<ul style="list-style-type: none"> <li>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Pupils explore structure, texture, and pitch</li> <li>Pupils use technology appropriately</li> <li>Pupils understand and explore how music is communicated</li> </ul>	<ol style="list-style-type: none"> <li>Singing in three-part harmony (Lesson 1)</li> <li>Exploring expressive singing in a part-song with echoes (Lesson 2)</li> <li>Developing song cycles for performance (Lesson 3)</li> <li>Staging a performance with awareness of audience (Lesson 3)</li> <li>Singing a pop song with backing harmony (Lesson 4)</li> <li>Learning about a song's structure (Lesson 4)</li> <li>Learning to sing major and minor note patterns accurately (Lesson 5)</li> <li>Learning a pop song with understanding of its structure (Lesson 5)</li> <li>Developing a song cycle performance incorporating mixed media (Lesson 6)</li> <li>Developing planning, directing, and rehearsal skills (Lesson 6)</li> </ol>
Spring 1	Growth	Street Dance Performance	'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance	<ul style="list-style-type: none"> <li>Pupils perform and listen to music, including the works of the great composers</li> <li>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</li> <li>Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> </ul>	<ol style="list-style-type: none"> <li>Feeling and moving to a three-beat pulse and revising rhythmic ostinato (Lesson 1)</li> <li>Performing and improvising rhythmic and melodic ostinato (Lesson 2)</li> <li>Singing in harmony (Lesson 3)</li> <li>Learning about chords (Lesson 3)</li> <li>Performing music and dance (Lesson 4)</li> <li>Revising, rehearsing, and developing music for performance (Lesson 5)</li> <li>Exploring extended vocal techniques (Lesson 4)</li> <li>Developing a structure to combine sounds (Lesson 4)</li> <li>Creating musical effects using contrasting pitch (Lesson 5)</li> <li>Understanding the process of a musical performance (Lesson 6)</li> </ol>
Spring 2	Root	Mini musical performance	A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion	<ul style="list-style-type: none"> <li>Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Pupils appreciate and understand music drawn from different traditions</li> <li>Pupils learn to sing and play musically with increasing confidence and control</li> <li>Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> </ul>	<ol style="list-style-type: none"> <li>Singing a traditional Ghanaian song (Lesson 1)</li> <li>Devising rhythmic actions to music (Lesson 1)</li> <li>Developing a performance of a musical (Lesson 1)</li> <li>Improvising descriptive music (Lesson 2)</li> <li>Singing a traditional children's game song from Ghana (Lesson 2)</li> <li>Playing rhythm cycles (Lesson 3)</li> <li>Combining rhythm cycles in a percussion piece (Lesson 3)</li> <li>Singing call and response songs in two groups (Lesson 4)</li> <li>Devising rhythmic movement (Lesson 4)</li> </ol>



## St Charles' VC Academy

### Music

Term	Unit	Music Focus	Description	National Curriculum Coverage	Outcomes
			rhythms, and the infamous spiderman Anansi, who saves the day.		10. Developing a descriptive composition (Lesson 4) 11. Planning and structuring pieces to make a finale (Lesson 5) 12. Combining songs with rhythmic cycles (Lesson 5) 13. Developing and rehearsing for a performance (Lesson 6) 14. Performing to an audience (Lesson 6)
Summer 1	Class Awards	Awards show performance	An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.	<ul style="list-style-type: none"> <li>• Pupils play and perform in solo and ensemble contexts</li> <li>• Pupils are taught to sing and play musically with increasing confidence and control</li> <li>• Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers</li> <li>• Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	1. Learning music for a special occasion (Lesson 1) 2. Composing programme music from a visual stimulus (Lesson 2) 3. Singing a verse and chorus song (Lesson 3) 4. Writing new verses for a rap (Lesson 3) 5. Developing a song performance (Lesson 4) 6. Performing together (Lessons 4, 5, and 6) 7. Developing an extended performance (Lesson 5) 8. Developing a song arrangement (Lesson 6) 9. Rehearsing for a performance (Lesson 6) 10. Performing together with an awareness of audience (Lesson 6)
Summer 2	Moving on	Leavers' assembly performance	Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.	<ul style="list-style-type: none"> <li>• Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>• Pupils explore pitch, structure, duration, and appropriate musical notations</li> <li>• Pupils listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Pupils understand and explore how music is created, produced and communicated</li> </ul>	1. Singing a song with expression and sustained notes (Lessons 1 and 2) 2. Singing in two-part and three-part harmony (Lessons 1 and 4) 3. Performing complex song rhythms confidently (Lesson 2) 4. Identifying the structure of a piece of music (Lesson 3) 5. Learning to play a melody with chordal accompaniment (Lesson 3) 6. Experiencing the effect of harmony changing (Lesson 3) 7. Playing instrumental parts to accompany a song (Lesson 5) 8. Performing a song with complex structure (Lesson 5) 9. Listening to and understanding modulation in a musical bridge (Lesson 6) 10. Preparing for a performance (Lesson 6)



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