



# Christ The King Federation

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St Francis and St Joseph's Catholic Primary Schools

Executive Headteacher: Mrs S. Ginzler-Maher

## Music Curriculum Map

### Subject Progression – Musical Knowledge and Skills

Year Group	Autumn Term	Spring Term	Summer Term
<b>EYFS - Reception</b>	<p><b>Charanga Unit – Me!</b></p> <ul style="list-style-type: none"> <li>•Speak and chant short phrases together</li> <li>•Find their singing voice; begin to develop an awareness of pitch over a small note range</li> <li>•Play instruments by shaking, scraping, rattling, tapping etc</li> <li>•Start and stop together</li> <li>•Begin to develop a sense of beat, using instruments or body sounds</li> <li>•Explore/discover different sounds made by the voice, hands, found objects and conventional instruments</li> <li>•Begin to create and manipulate different effects on a sound source or instrument</li> <li>•Listen to sounds and respond by talking about them or physically with movement and dance</li> </ul> <p>Explore, learn, perform a range of nursery rhymes, chants and simple songs (ongoing)</p> <p>Explore, name and use a range of classroom percussion instruments (ongoing)</p>	<p><b>Charanga Unit – Everyone!</b></p> <ul style="list-style-type: none"> <li>•Make changes in their voices to express different moods /feelings</li> <li>•Co-ordinate actions to go with a song</li> <li>•Respond to symbols (graphic score) or hand signs</li> <li>•Play loudly, quietly, fast, slow</li> <li>•Copy a simple rhythm pattern or number of beats played on an instrument</li> <li>•Explore/discover high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo)</li> <li>•Add chosen sound effects at an appropriate moment in a story or song</li> <li>•Recognise sounds of the percussion instruments used in the classroom; identify and name them</li> <li>•Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <p>Explore, learn, perform a range of nursery rhymes, chants and simple songs (ongoing)</p> <p>Explore, name and use a range of classroom percussion instruments (ongoing)</p>	<p><b>Charanga Unit – Our World</b></p> <ul style="list-style-type: none"> <li>•Sing short phrases or responses on their own</li> <li>•Sing a variety of songs both accompanied and unaccompanied</li> <li>•Play along to music showing a developing awareness of the beat</li> <li>•Play with a sense of purpose and enjoyment</li> <li>•Begin to be aware of the effect that different sounds have to convey mood or meaning</li> <li>•Sort and name different sounds</li> <li>•Create a sequence of different sounds in response to a given stimuli</li> <li>•Respond appropriately to a range of classroom songs, eg tidy up songs, circle time songs, lining up songs</li> <li>•Begin to identify and describe key features or extreme contrasts within a piece of music</li> </ul> <p>Explore, learn perform a range of nursery rhymes, chants and simple songs (ongoing)</p> <p>Explore, name and use a range of untuned percussion instruments (ongoing)</p>

	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know and join in with singing a range of simple songs (ongoing)</li> <li>*To know they can perform music for their friends, teachers and family</li> <li>*To know that the people listening to their music are the audience</li> <li>*To know they can move to the sound of instruments</li> <li>*To listen to and recognise a range of music and songs eg nursery rhymes, music from TV programmes, assembly songs.. (ongoing)</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know and join in with singing a range of simple songs (ongoing)</li> <li>*To listen to and recognise a range of music and songs eg nursery rhymes, music from TV programmes, assembly songs.. (ongoing)</li> <li>*To know the names of a range of classroom musical instruments</li> <li>*To be able to explore different sounds that they can make with both their voices and with classroom instruments</li> <li>*To give opinions about music they do and don't like</li> <li>*Begin to describe simple changes in pieces of music eg starting loud and becoming quieter</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know and join in with singing a range of simple songs (ongoing)</li> <li>*To listen to and recognise a range of music and songs eg nursery rhymes, music from TV programmes, assembly songs.. (ongoing)</li> <li>*To know that all instruments sound different and that they can describe the sounds that instruments make eg scratchy or soft sound</li> <li>*To know that they can make up their own songs and tunes</li> <li>*Begin to compare familiar pieces of music eg loud/ soft or voices compared to instruments</li> <li>*To be able to describe how music sounds to them eg this sounds like a thunderstorm...</li> </ul>
<p><b>Key Stage 1</b></p> <p><b>Year 1</b></p>	<p><b>Charanga Unit – Hey You!</b></p> <ul style="list-style-type: none"> <li>•Speak and chant together</li> <li>•Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>•Play instruments by shaking, scraping, rattling, tapping, beating, blowing etc</li> <li>•Play in time to a steady beat, using instruments or body sounds</li> <li>•Explore/discover different sounds made by the voice (whisper, talk, shout, sing etc.) and hands (clapping, rubbing etc.) <b>timbre</b></li> <li>•Add sound effects to a story</li> <li>•Choose musical sound effects to follow a story line or match a picture</li> <li>•Listen to a piece of music and move in time to its steady beat</li> </ul>	<p><b>Charanga Unit – In The Groove</b></p> <ul style="list-style-type: none"> <li>•Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>•Co-ordinate actions to go with a song</li> <li>•Play loudly (forte), quietly (piano), fast (allegro), slow (andante) becoming aware of Italian phrases</li> <li>•Imitate a rhythm pattern on an instrument</li> <li>•Explore/discover high and low sounds (voice and pitched instruments) - <b>pitch</b></li> <li>•Explore/discover long and short sounds - <b>duration</b></li> <li>•Explore loud and quiet sounds – <b>dynamics</b></li> <li>•Explore/discover fast and slow sounds -<b>tempo</b></li> <li>•Use graphics /symbols to portray the musical sounds they have made.</li> <li>•Recognise and respond through movement or dance to the different musical characteristics and moods of music</li> <li>•Begin to use musical terms to describe what they hear (louder/quieter, faster/slower, higher/lower)</li> </ul>	<p><b>Charanga Unit – Your Imagination</b></p> <ul style="list-style-type: none"> <li>•Sing in time to a steady beat</li> <li>•Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> <li>•Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song</li> <li>•Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>•Follow simple hand signals for stop/start</li> <li>•Explore/discover pitch shapes (moving up and down) and rhythmic patterns</li> <li>•Sequence graphics/musical symbols to make a simple structure - <b>score</b></li> <li>•Compose own sequence of sounds to perform</li> <li>•Recognise the sounds of the percussion instruments (tuned and un-tuned) used in the classroom and identify and name them</li> <li>•Begin to articulate how changes in speed, pitch and dynamics affect the mood/meaning of the piece of music</li> </ul>

	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know key songs off by heart (ongoing)</li> <li>*To know and recognise the sound of some instruments they use</li> <li>*To know that music has a steady pulse</li> <li>*To know that a performance is sharing music with other people called an audience</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know key songs off by heart (ongoing)</li> <li>*To know and recognise the sound and names of some instruments they use</li> <li>*To know that we can create rhythms from words, names, colours, favourite foods, animals etc.</li> <li>*To know that composing is like writing a story with music</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know key songs off by heart and begin to explain what they are about</li> <li>*To know and recognise the names and sounds of classroom instruments used</li> <li>*To begin to know we add high and low sounds (pitch) when sing and play our instruments</li> </ul>
<p><b>Key Stage 1</b></p> <p><b>Year 2</b></p>	<p><b>Charanga Unit – Hands, Feet, Heart</b></p> <ul style="list-style-type: none"> <li>•Sing a variety of songs with more accuracy of pitch</li> <li>•Sing words clearly and breathe at the end of phrases</li> <li>•Play with control: a) maintain steady beat b) get faster/ slower c) get louder or quieter</li> <li>•Work and perform in smaller groups</li> <li>•Explore/discover ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed</li> <li>•Explore/discover long and short sounds</li> </ul> <p><b>rhythm – duration</b></p> <ul style="list-style-type: none"> <li>•Explore/discover the rhythm patterns of words and sentences</li> <li>•Listen with increased concentration</li> <li>•Recognise sounds of percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know key songs off by heart and explain what they are about</li> <li>*To know and recognise the names and sounds of classroom instruments used</li> </ul>	<p><b>Charanga Unit – I Wanna Play in a Band</b></p> <ul style="list-style-type: none"> <li>•Convey the mood or meaning of the song</li> <li>•Sing with a sense of control of dynamics - <b>volume</b> and tempo - <b>speed</b></li> <li>•Follow a leader (teacher)starting and stopping together</li> <li>•Perform a repeated two note melodic ostinato to accompany a song</li> <li>•Perform a rhythm accompaniment to a song</li> <li>•Explore/discover changes in pitch (higher and lower, patterns of ascending or descending notes)</li> <li>•Explore/discover sequences of sound – <b>structure</b></li> <li>•Compose short melodic phrases</li> <li>•Compose short repeated rhythmic patterns</li> <li>•Compose rhythm patterns from words</li> <li>•Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>•Identify different qualities of sound such as smooth, scratchy, clicking, ringing – <b>timbre</b></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know that some songs have a chorus or a response/answer part</li> <li>*To begin to know that songs have a musical style</li> <li>*To know why we need to warm up our voices</li> </ul>	<p><b>Charanga Unit – Friendship Song</b></p> <ul style="list-style-type: none"> <li>•Echo sing a short melodic phrases</li> <li>•Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>•Demonstrate some confidence in beginning to perform as a small group and as an individual</li> <li>•Explore/discover sounds in response to a stimulus (visual or aural)</li> <li>•Explore how sounds can be manipulated to convey different effects and moods (eg. major and minor chords)</li> <li>•Compose a piece of music that has a beginning, middle and end (structure)</li> <li>•Compose, in a small group, music that has long and short sounds or/and changes in tempo, dynamics or timbre</li> <li>•Compose music that conveys different moods</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know that songs have a musical style</li> <li>*To confidently sing or rap five songs from memory and sing them in unison</li> <li>*To know that everyone can compose</li> </ul>

	<p>*To know we add high and low sounds - <b>pitch</b> when we sing and play our instruments</p> <p>*To know that improvisation is making up your own tunes on the spot</p> <p>*To know that everyone can improvise and you can use one or two notes</p>	<p>*To know the difference between the rhythm and the pulse</p> <p>*To learn and recall the names of un-tuned percussion or tuned instruments played in class, assemblies...</p>	<p>*To learn the names of the notes in their instrumental part from memory or when written down (chime bars, xylophone glock)</p> <p>*To know that improvisation is not written down and the tune made up belongs to them</p>
<p><b>Lower Key Stage Two</b></p> <p><b>Year 3</b></p>	<p><b>Charanga Unit - Let Your Spirit Fly Weekly Instrumental - Recorder a)</b></p> <ul style="list-style-type: none"> <li>•Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>•Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>•Keep a steady beat on an instrument in a group or individually</li> <li>•Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>•Use tuned percussion with increasing confidence</li> <li>•Compose words/actions to go with songs</li> <li>•Compose a simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>•Listen with concentration to longer pieces / extracts of music</li> </ul> <p><b><u>Recorder and Notation Work</u></b></p> <p>* Learn the notes B, A and G</p> <p>* Learn the correct posture and handling of the recorder (eg. left hand on top, finger placement for the notes they are learning)</p> <p>*Be introduced to the following features of western musical notation - Treble clef, stave, bar lines (and double bar lines), the notes of</p>	<p><b>Charanga Unit - Three Little Birds Weekly Instrumental - Recorder b)</b></p> <ul style="list-style-type: none"> <li>•Imitate increasingly longer phrases with accuracy</li> <li>•Sing with an awareness of the phrases in a song</li> <li>•Understand that posture, breathing and diction are important</li> <li>•Copy a short melodic phrase by ear on a pitched instrument</li> <li>•Play using symbols including graphic and / or begin to use simple traditional notation</li> <li>•Follow simple hand directions from a leader</li> <li>•Explore pitch notes moving by step (notes adjacent to each other and by leap (notes with gaps between them)</li> <li>•Explore symbols to represent sound (graphic scores / traditional notation)</li> <li>•Compose music that has a recognisable structure; beginning, middle and end or verse/chorus</li> <li>•Listen to live/recorded extracts of different kinds of music and identify where appropriate -a steady beat / no steady beat -a specific rhythm pattern</li> </ul> <p><b><u>Recorder and Notation Work</u></b></p> <p>*Continue to play the notes B, A and G and learn the new note C</p> <p>*Continue to use the correct posture and handling of the recorder when playing</p> <p>*Continue to read western musical notation</p> <p>*Continue to use the features learned in Term 1 and be introduced to new features: rest values</p>	<p><b>Charanga Unit - Bringing us Together Weekly Instrumental - Recorder c)</b></p> <ul style="list-style-type: none"> <li>•Demonstrate an awareness of character or style in performance</li> <li>•Chant or sing a round in two parts</li> <li>•Sing songs with a recognised structure (verse and chorus/ call and response)</li> <li>•Perform with an awareness of others</li> <li>•Combine musical sounds with narrative and movement</li> <li>•Perform a composed piece to a friendly audience, as a member of a group or class</li> <li>•Explore the different sounds (timbres) that one instrument can make alone</li> <li>•Explore how these musical elements can be combined to compose descriptive music</li> <li>•Compose music that tells a story, paints a picture or creates a mood</li> <li>•Compose music that uses repetition / echo</li> <li>•Listen to live/recorded extracts of different kinds of music and identify where appropriate - the speed (tempo) of the music -the volume (dynamics) -the melody using appropriate musical terms/language</li> <li>•Recognise aurally the range of instruments used in school and some orchestral families of instruments taught in school</li> </ul> <p><b><u>Recorder and Notation Work</u></b></p>

	<p>the lines and spaces of the treble clef stave, time signature (4/4), note values (crotchet, minim, semibreve and quaver) – <b>record in own music book; weekly revision of above</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know key songs from memory and who sang or wrote them</li> <li>*Know that singing in a group can be called a choir</li> <li>*Find and demonstrate the pulse in music</li> <li>*Know that the rhythm is the long and short patterns over the pulse</li> <li>*To know and be able to talk about instruments being learnt or played in class</li> </ul>	<p>(crotchet, minim and semibreve as well as multi-measure rests), time signature (3/4), dynamics (mf, p, crescendo) - <b>record in own music book; weekly revision of above</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know the style of key songs learnt</li> <li>*To know that pitch is the high and low sounds that create melodies</li> <li>*Know that a leader or conductor leads a choir</li> <li>*To know that a composition is music created by you and kept in some way.</li> <li>*To know that performing is sharing music with an audience, large or very small</li> <li>*To know and be able to talk about what improvisation is</li> <li>*To know that using one or two notes confidently when improvising is better than using five</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to play the notes B, A, G and C and learn the new note D</li> <li>*Continue to use the correct posture and handling of the recorder</li> <li>*Continue to read western musical notation</li> <li>*Continue to use the features learned in previous Yr 3 terms and be introduced to the following new features: dynamics (f and ff) repeat bar lines, staccato - <b>record in own music book; weekly revision of above</b></li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To choose one song and be able to talk about the <b>lyrics</b> or identify some instruments heard</li> <li>*Know that songs can make you feel different emotions eg happy, sad, energetic..</li> <li>*To know there are different ways of recording composition (letter names, audio symbols etc)</li> <li>*To know you must sing or rap the words clearly or play an instrument with confidence when performing to an audience</li> </ul>
<p><b>Lower Key Stage Two</b></p> <p><b>Year 4</b></p>	<p><b>Charanga Unit – Mamma Mia Weekly Instrumental – Fife a)</b></p> <ul style="list-style-type: none"> <li>•Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>•Follow a leader effectively, stopping / starting, playing faster/ slower and louder / quieter</li> <li>•Play music that includes RESTS</li> <li>•Sounds to create particular effects (timbre)</li> <li>•Explore rhythm patterns in music from different times and places</li> <li>•Compose a simple rhythmic accompaniment to a song using ostinato patterns</li> </ul>	<p><b>Charanga Unit – Lean on Me Weekly Instrumental – Fife b)</b></p> <ul style="list-style-type: none"> <li>•Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>•Sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>•Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>•Perform to an audience of adults, an assembly or other classes with increasing confidence</li> <li>•Explore the pentatonic scale</li> <li>•Explore pitched notes that move by steps and/ or leaps to make short phrases/ melodies</li> </ul>	<p><b>Charanga Unit – Blackbird Weekly Instrumental – Fife c)</b></p> <ul style="list-style-type: none"> <li>•Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>•Copy short phrases and be able to sing up and down in step independently</li> <li>•Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>•Continue to read and play from conventional music symbols with increasing accuracy</li> <li>•Explore combining and controlling sounds to achieve a desired effect</li> </ul>

	<ul style="list-style-type: none"> <li>•Recognise aurally the range of instruments used in school and some individual orchestral instruments and/or families.</li> <li>•Identify whether a song has a verse/chorus or call and response structure</li> </ul> <p><b><u>Fife and Notation Work</u></b></p> <ul style="list-style-type: none"> <li>* Learn the notes B, A and G</li> <li>* Learn the correct posture and handling of the fife (eg hand positions, finger placement for the notes they are learning)</li> <li>*Embed the following features of western musical notation - treble clef, stave, bar lines (and double bar lines), the notes of the lines and spaces of the treble clef stave, time signature (4/4), note values (crotchet, minim, semibreve and quaver) – <b>record in own music book; weekly revision of above</b></li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>*To know why you must warm up your voice</li> <li>*To know key songs from memory and who sang or wrote them</li> <li>*Know how pulse, rhythm and pitch work together</li> <li>*To know that a composition is music created by you and kept in some way</li> <li>*Know that a performance can be a special occasion and involve an audience, including people you may not know</li> <li>*To know and be able to talk about what improvisation is</li> </ul>	<ul style="list-style-type: none"> <li>•Compose a simple melody from a selected group of notes (i.e. a pentatonic scale)</li> <li>•Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language</li> <li>•Identify the use of metre in 2, 3 or 4 in a piece of recorded or live music</li> </ul> <p><b><u>Fife and Notation Work</u></b></p> <ul style="list-style-type: none"> <li>*Continue to play the notes B, A and G and learn the new notes C and D</li> <li>*Continue to use the correct posture and handling of the fife when playing</li> <li>*Continue to read western musical notation</li> <li>*Continue to use the features learned in Term 1 and learn about rest values (crotchet, minim and semibreve as well as multi-measure rests),time signature (3/4), dynamics ( mf, p, crescendo) - <b>record in own music book; weekly revision of above</b></li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>*Know that singing as part of a group is fun but listening to one another while singing is key</li> <li>*To choose one song and be able to identify its main sections (introduction, verse, chorus...)</li> <li>*Know how to keep the internal pulse</li> <li>*To know there are different ways of recording composition (letter names, audio symbols etc)</li> <li>*Know that a performance is planned and different for each occasion</li> <li>*To know and talk about instruments played and used in class eg fife, recorder, glockenspiel..</li> <li>*To know that if you improvise using the notes you were given, you cannot make a mistake</li> </ul>	<ul style="list-style-type: none"> <li>•Compose a piece of music that reflects images/ and atmosphere</li> <li>•Recognise music from different times and countries, identifying key elements that give it its unique sound</li> <li>•Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings</li> </ul> <p><b><u>Fife and Notation Work</u></b></p> <ul style="list-style-type: none"> <li>*Continue to play the notes B, A, G, C, D and learn the new notes low E, F,D</li> <li>*Continue to use the correct posture and handling of the fife when playing</li> <li>*Continue to read western musical notation</li> <li>*Continue to use the features learned in previous Yr 4 terms and be introduced to the following new features: dynamics (f and ff) repeat bar lines, staccato, tied notes - <b>record in own music book; weekly revision of above</b></li> <li>*Apply above features to new music</li> </ul> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>*To choose one song and be able to talk about the style indicators, musical dimensions featured and where they are used (texture, tempo, dynamics, rhythm, pitch)</li> <li>*Demonstrate musical leadership, creating musical ideas for the group to copy/respond to</li> <li>*Know you must plan and practice to prepare well for a musical performance</li> <li>*To know and talk about other instruments they might play or be in a band or orchestra or by their friends eg Rocksteady, guitar lessons.</li> </ul>
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			*To know you can add new challenges (eg short phrases - riffs)during improvisation
<p><b>Upper Key Stage Two</b></p> <p><b>Year 5</b></p>	<p><b>Charanga Unit – Livin' on a Prayer Weekly Instrumental – Flute a)</b></p> <ul style="list-style-type: none"> <li>•Sing confidently in a wide variety of styles with expression</li> <li>•Become more aware of the meaning and mood of a song</li> <li>•Continue to play by ear on pitched instruments, developing aural memory.</li> <li>•Perform with sensitivity to different dynamics and tempi</li> <li>*Explore chords and harmony</li> <li>•Create own simple songs reflecting the meaning of the words</li> <li>•Develop ideas, using musical devices such as repetition, question and answer, ostinato</li> <li>•Explore characteristics of various styles, for example, Classical, Opera, Musicals, Film Music, Blues, Gospel , Folk, African etc</li> <li>•Distinguish differences in timbre between a wide variety of instruments and instrumentation</li> <li>•Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences between them</li> </ul> <p><b><u>Flute and Notation Work</u></b></p> <ul style="list-style-type: none"> <li>* Learn the notes B, A, G, C</li> <li>* Learn the correct posture and handling of the flute (eg hand positions, blowing, finger placement for the notes they are learning)</li> <li>*Embed the following features of western musical notation - treble clef, stave, bar lines</li> </ul>	<p><b>Charanga Unit – Classroom Jazz 1 Weekly Instrumental – Flute b)</b></p> <ul style="list-style-type: none"> <li>•Sing a simple second part of a two part song</li> <li>•Maintain own part in a round</li> <li>•Maintain a rhythmic or melodic accompaniment to a song</li> <li>•Maintain own part on a pitched instrument in a small ensemble</li> <li>•Perform own compositions to an audience</li> <li>•Use an mp3 recorder/video recorder to keep a record of work in progress and record performances</li> <li>•Explore scales, such as pentatonic, major, minor</li> <li>•Discuss and make adjustments to compositions where needed.</li> <li>•Further explore characteristics of various styles, for example, Classical, Opera, Musicals, Film Music, Blues, Gospel , Folk, African etc</li> <li>•Identify and discuss ‘what happens when’ within simple musical structures</li> <li>•Use musical vocabulary to discuss and evaluate music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> </ul> <p><b><u>Flute and Notation Work</u></b></p> <ul style="list-style-type: none"> <li>*Continue to play the notes B, A, G,C and learn the new notes D and E</li> <li>*Continue to use the correct posture and handling of the flute when playing</li> <li>*Continue to read western musical notation</li> <li>*Continue to use the features learned in Term 1</li> </ul>	<p><b>Charanga Unit –Fresh Prince of Bel-Air Weekly Instrumental – Flute c)</b></p> <ul style="list-style-type: none"> <li>•Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch</li> <li>•Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>•Read and play with confidence from conventional or graphic notation</li> <li>•Know what makes a good performance</li> <li>•Explore texture created by layering rhythmic or melodic ostinatos</li> <li>•Use IT (computers/ipads/tablets /MP3 recorders etc) to record, sample, sequence, loop and manipulate sound</li> <li>•Further explore characteristics of various styles eg Classical, Opera, Blues, African etc</li> <li>•Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>•Use musical vocabulary and knowledge of musical processes to help identify areas for development or refinement when evaluating a composition</li> </ul> <p><b><u>Flute and Notation Work</u></b></p> <ul style="list-style-type: none"> <li>*Continue to play the notes previously learnt and add F, low E and low D</li> <li>*Continue to use the correct posture and handling of the flute when playing</li> <li>*Continue to read western musical notation</li> <li>*Continue to use the features learned in</li> </ul>

	<p>(and double bar lines), the notes of the lines and spaces of the treble clef stave, time signature (4/4), note values (crotchet, minim, semibreve and quaver) – <b>record in own music book; weekly revision of above</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*To know key songs from memory, who sang or wrote them and their musical styles</li> <li>*Explain the main features of a song</li> <li>*Know the historical context of key songs, linking these to main events of the time</li> <li>*Know how pulse, rhythm and pitch work together</li> <li>*Find and demonstrate the pulse</li> <li>*Know that rhythm is the long and short patterns over the pulse</li> <li>*Know that a composition has a pulse, rhythm and pitch that work together</li> <li>*Know that performing is sharing music with an audience of varied sizes</li> <li>*Be able to talk about what improvisation is</li> </ul>	<p>and learn about rest values (crotchet, minim and semibreve as well as multi-measure rests), time signature (3/4), dynamics (mf, p, crescendo) - <b>record in own music book; weekly revision of above</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*Discuss the style and lyrics, featured instruments and main sections within featured songs</li> <li>*Know the historical context of key songs, linking these, musically and historically to what was happening at the time</li> <li>*Know and explain the importance of warming up your voice</li> <li>*Know how to keep the internal pulse</li> <li>*Know that pitch is the high and low sounds that create melodies</li> <li>*Know that a composition is shaped by tempo, dynamics, texture and structure</li> <li>*Know that a musical performance must be planned and practised for beforehand</li> <li>*To know and be able to explain different ways of writing music down eg staff notation, symbols</li> </ul>	<p>previous Yr 5 terms and be introduced to the following new features: dynamics (f and ff) repeat bar lines, staccato, tied notes - <b>record in own music book; weekly revision of above</b></p> <p>*Apply above features to new music studied</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*Discuss the musical dimensions (texture, tempo, dynamics, rhythm and pitch) and where they are featured within chosen songs</li> <li>*Explain singing vocabulary eg unison, backing vocals, rap, solo</li> <li>*Know that musical leadership involves creating musical ideas for the group to copy or respond to, and demonstrate</li> <li>*Know that a musical performance involves communicating feelings, thoughts and ideas about the song/music</li> <li>*Know that musical notation recognises the connection between sound and symbol</li> <li>*Know and be able to explain the notes C,D,E,F,G,A,B on a treble stave</li> </ul>
<p><b>Upper Key Stage Two</b></p> <p><b>Year 6</b></p>	<p><b>Charanga Unit – Happy Weekly Instrumental – Flute d)</b></p> <ul style="list-style-type: none"> <li>•Sing confidently in a wide variety of styles with expression and awareness of an audience</li> <li>•Communicate the meaning and mood of the song (convey emotion/meaning to audience)</li> <li>•Maintain a rhythmic or melodic accompaniment to a song with increasing difficulty</li> </ul>	<p><b>Charanga Unit – Classroom Jazz 2 Weekly Instrumental – Flute e)</b></p> <ul style="list-style-type: none"> <li>•Confidently sing a second part of a two part song</li> <li>•Maintain own part in a round of more than two parts</li> <li>•Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>•Perform with sensitivity to different dynamics, tempi and mood of a piece</li> <li>•Explore characteristics of various styles, for example, Classical, Opera, Musicals, Film Music, Blues, Gospel, Folk, African etc (ongoing)</li> </ul>	<p><b>Charanga Unit – Music and Me Weekly Instrumental – Flute f)</b></p> <ul style="list-style-type: none"> <li>•Perform a song from memory with attention to phrasing, dynamics, mood/meaning and accuracy of pitch, for a special occasion or audience eg Leaver’s assembly</li> <li>•Perform on the range of instruments offered by school in mixed groups to an audience, with confidence eg Instrumental assembly</li> <li>•Continue to read and play with confidence and increasing difficulty from conventional or graphic notation</li> </ul>



	<ul style="list-style-type: none"> <li>•Perform own compositions to an audience with sensitivity to different dynamics, tempi and mood of the piece</li> <li>•Explore characteristics of various styles, for example, Classical, Opera, Musicals, Film Music, Blues, Gospel , Folk, African (ongoing)</li> <li>•Explore chords and harmony (discuss concord and discord)</li> <li>•Explore scales (see previous)and introduce chromatic and rag</li> <li>•Continue to use IT methods to keep a record of work in progress and record performances</li> <li>•Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> </ul> <p><b><u>Flute and Notation Work</u></b></p> <p>*Continue to play notes previously learnt in Year 5 – G,A,B,C,D,F,E,D and add to note range progressively</p> <p>*Continue to use the correct posture and handling of the flute when playing</p> <p>* Continue to read and play with confidence and increasing difficulty from conventional western musical notation</p> <p>*Continue to use the features learned in previous Yr 5 terms and embed the following features: dynamics (f and ff) repeat bar lines, staccato, tied notes - <b>record in own music book; weekly revision of above</b></p> <p>*Apply above features to new music studied and in own compositional work</p> <p><b>Knowledge</b></p> <p>*Discuss the musical dimensions (texture, tempo, dynamics, rhythm and pitch) and where they are featured within chosen songs</p>	<ul style="list-style-type: none"> <li>•Explore texture created by layering rhythmic and melodic ostinatos</li> <li>•Develop ideas, using musical devices such as repetition, question and answer, ostinato, descants</li> <li>•Compose music that reflects given intentions, e.g. descriptive music</li> <li>•Use IT (computers/ipads/tablets) to record, sample, sequence, loop and manipulate sound to create soundscapes/own compositions</li> <li>•Identify and discuss ‘what happens when’ within a musical piece</li> </ul> <p><b><u>Flute and Notation Work</u></b></p> <p>*Continue to play the notes previously learnt and add new notes B flat and F sharp.</p> <p>*Continue to use the correct posture and handling of the flute when playing</p> <p>*Continue to read western musical notation, reading or playing with confidence and increasing difficulty</p> <p>*Continue to use the notational features learned in previous terms and learn about note values (single quavers – at the end of a bar), legato, natural sign - <b>record in own music book; weekly revision of notational knowledge and skills</b></p> <p>*Apply above features to new music studied and in own compositional work</p> <p><b>Knowledge</b></p> <p>*Know the historical context of key songs, linking these, musically and historically to what was happening at the time</p> <p>*Know and talk about the fact that we each have a musical identity</p>	<ul style="list-style-type: none"> <li>•Explore characteristics of various styles, for example, Classical, Opera, Musicals, Film Music, Blues, Gospel , Folk, African etc (ongoing)</li> <li>•Create own simple songs reflecting the meaning of the words and conveys a mood or an atmosphere</li> <li>•Refine own compositions after discussion/ evaluation</li> <li>•Use a range of symbols (conventional or graphic) to record compositions</li> <li>•Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music with increasing complexity</li> </ul> <p><b><u>Flute and Notation Work</u></b></p> <p>*Continue to play the notes previously learnt, including B flat and F sharp; extend fluency</p> <p>*Continue to use the correct posture and handling of the flute when playing</p> <p>*Continue to read western musical notation, reading or playing with confidence and increasing difficulty</p> <p>*Continue to use the notational features learned in previous terms and apply when developing own group and individual compositions - <b>record in own music book; weekly revision of previous work</b></p> <p>*Apply above features to new music studied and in own compositional or performance work</p> <p><b>Knowledge</b></p> <p>*To know and explain the style and lyrics, featured instruments and main sections within featured songs</p>
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	<ul style="list-style-type: none"> <li>*Explain singing vocabulary eg unison, lead, backing vocals, rap, solo, duet</li> <li>*Know that musical leadership involves creating musical ideas for the group to copy or respond to, and demonstrate</li> <li>*Know that a musical performance involves communicating feelings, thoughts and ideas about the song/music</li> <li>*Know that musical notation recognises the connection between sound and symbol</li> <li>*Know and be able to explain the notes C,D,E,F,G,A,B on a treble stave</li> </ul>	<ul style="list-style-type: none"> <li>*Know about the style of songs so you can represent the feeling and context to an audience</li> <li>*Explain why a musical performance must be planned and prepared for</li> <li>*Know why clear singing/ rapping and confident instrumental work is necessary in performing</li> <li>*Know that a composition is shaped by tempo, dynamics, texture and structure</li> </ul>	<ul style="list-style-type: none"> <li>*Know the historical context of key songs, linking these, musically and historically to what was happening at the time</li> <li>*Know and explain the importance of warming up your voice</li> <li>*Know and be able to talk about what improvisation is</li> <li>*Know that if you improvise using the notes you were given, you cannot make a mistake</li> <li>*Know how to prepare for and confidently take part in a musical performance eg instrumental assembly, leaver's assembly/show</li> </ul>
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## Key Vocabulary

Beat, rhythm, pitch, high, low, tempo, duration, fast, slow, dynamics, loud, quiet, round, ostinato, improvisation, accompaniment, timbre, texture, structure, form, composition, drone, pluck, staccato, largo, strum, chord, harmony, ensemble, solo, unison, homophonic, polyphonic, arrangement, call and response, syncopation, conduct, articulation, aria.

**Italian terms:** pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, largo, andante, allegro, presto, tutti.

**Instrument names:** claves, wood block, triangle, glockenspiel, xylophone, cymbals, recorder, fife, guitar, ukulele, piano, keyboard, orchestra, violin, viola, cello, double bass, harp, flute, piccolo, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn.