

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

| R | Me! | My Stories | Everyone! | Our World | Big Bear Funk |
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| | Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers | I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song | Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes | Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey | Funk music |
| | | | | | Reflect, Rewind and Replay |
| | | | | | Consolidates previous learning |

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| <p>Learn to sing nursery rhymes and action songs. Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> | <p>Learn to sing nursery rhymes and action songs Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p> | <p>Learn to sing nursery rhymes and action songs Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p> | <p>Learn to sing nursery rhymes and action songs Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p> | <p>Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> | <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> |
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Expressive Arts and Design

Being imaginative and expressive

New Development Matters Statements

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Early Learning Goals

ELG: Being Imaginative and Expressive Children at the expected level of development will: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Milestone 1

Take part in singing, accurately following the melody.

Follow instructions on how and when to sing or play an instrument.

Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.

Imitate in pitch.

Create short changes, musical patterns.

Use symbols to represent a composition and use them to help with a performance.

Identify the beat of a tune.

Recognise changes in timbre, dynamics and pitch.

| Year A | Toy Story | The Great Fire of London | <i>Pets at Home</i> | <i>People who help us</i> | Treasure | Amazing Australia! |
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| 1 | Hey You! | Rhythm in the way we walk and Banana rap | Round and round | In the groove | Your imagination | Reflect, Rewind and Replay |
| | Listening: Find the pulse, recognising and naming instruments Musical Activities: Find and keep the pulse, copy back rhythms, make up own rhythm, rap and sing in time, play instruments accurately and in time, improvise when playing, compose a simple melody using simple rhythms Perform and share: review recorded performance with the class | Listening: Find the pulse, recognising and naming instruments Musical Activities: Find and keep the pulse, copy back rhythms, make up own rhythm, rap and sing in time, start to understand pitch Perform and share: review recorded performance with the class | Listening: Find the pulse, recognising and naming instruments Musical Activities: Find and keep the pulse, copy back rhythms, make up own rhythm, sing the song with actions, play instruments accurately and in time, improvise when playing, Perform and share: review recorded performance with the class | Listening: Find the pulse, recognising and naming instruments, identifying different styles of music Musical Activities: Find and keep the pulse, copy back rhythms, make up own rhythm, sing together and in time, all the different styles, play instruments accurately and in time, improvise when playing, compose a simple melody using simple rhythms Perform and share: review recorded performance with the class | Listening: Find the pulse, recognising and naming instruments Musical Activities: Find and keep the pulse, copy back rhythms, make up own rhythm, sing in unison and in two parts, play instruments accurately and in time Perform and share: review recorded performance with the class | |

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| | <p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Create short, musical patterns.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Identify the beat of a tune.</p> | <p>Take part in singing, accurately following the melody.</p> <p>Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.</p> <p>Imitate changes in pitch.</p> <p>Create short, musical patterns.</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> | <p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.</p> <p>Imitate changes in pitch.</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> | <p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.</p> <p>Imitate changes in pitch.</p> <p>Create short, musical patterns.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> | <p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.</p> <p>Imitate changes in pitch.</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> | <p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.</p> <p>Imitate changes in pitch.</p> <p>Create short, musical patterns.</p> <p>Use symbols to represent a composition and use them to help with a performance.</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> |
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| Year B | Ghastly events | Extreme Weather | Royal Party Time! | How does your garden grow? | Amazing Africa! Kenya | Sailing across the sea |
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| 2 | Hands, Feet, Heart | Ho Ho Ho | I wanna play in a band | Zoo time | Friendship song | Reflect, rewind and replay |
| | <p>Listening: find the pulse, recognise and name instruments</p> <p>Musical activities: know that rhythm is different to the pulse, copy and clap back rhythms, create own simple rhythms, sing in</p> | <p>Listening: find the pulse, recognise and name instruments, understand that songs have a musical style</p> <p>Musical activities: find the pulse, copy and clap back rhythms, create own</p> | <p>Listening: find the pulse, recognise and name instruments</p> <p>Musical activities: find the pulse, copy and clap back rhythms, create own simple rhythms, sing and dance together in time and</p> | <p>Listening: find the pulse, recognise and name instruments</p> <p>Musical activities: find the pulse, copy and clap back rhythms, create own simple rhythms, sing and dance together in time and</p> | <p>Listening: find the pulse, recognise and name instruments</p> <p>Musical activities: find the pulse, copy and clap back rhythms, create own simple rhythms, sing in two parts, play</p> | |

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| | <p>groups, recognise songs have a Q&A section and a chorus, play instruments accurately and in time, improvise, compose a simple melody Perform and share: review recorded performance with the class</p> | <p>simple rhythms, understand pitch, play instruments accurately and in time, sing and rap together and in time, improvise using words, Perform and share: review recorded performance with the class</p> | <p>using actions, play instruments accurately and in time, improvise, compose a simple melody Perform and share: review recorded performance with the class</p> | <p>using actions, play instruments accurately and in time, improvise, compose a simple melody, understand pitch Perform and share: review recorded performance with the class</p> | <p>instruments accurately and in time, improvise, compose a simple melody Perform and share: review recorded performance with the class</p> | |
| | <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Imitate changes in pitch. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune.</p> | <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch. Create short, musical patterns. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> | <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune.</p> | <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> | <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> | |

Chestnut Class can have a 3-year rolling programme which includes Year 2, 3 and 4 units from Charanga.

Please see the Teacher assessment for each year group to identify the vocabulary they need to be using when listening and appraising (this is built on from Y3 to Y4), the reference to the Bronze, Silver and Gold challenges during the musical activities and the text in aqua. These combined help provide differentiation during the lesson so you can make tasks slightly easier or challenge the more able in this area of the curriculum. Also, refer to the Basic, Advancing and Deep on Depth of learning.

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| Year A | Bonjour! Europe - Focus on France | <i>Remarkable Romans</i> | La La La! | <i>Food Glorious Food</i> | <i>Anglo-Saxons and Scots</i> | What's beneath my feet? Rocks and Fossils |
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| (Y3) | | | | | | |
| | Let your spirit fly | Glockenspiel Stage 1 | Three little birds | The dragon song | Bringing us together | Reflect, Rewind and Replay |
| | <p>Listen and appraise: identify the structure, instruments/voices, find the pulse</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, sing in 2 parts, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | <p>Musical activities: Learn to play and read notes, learn to play tunes, improvise using certain notes, compose using certain notes</p> <p>Perform and share: Decide how to introduce performance, perform to an audience, record it and discuss afterwards.</p> | <p>Listen and appraise: identify the structure, instruments/voices, find the pulse</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, sing in unison, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | <p>Listen and appraise: identify the themes, instruments/voices, explain how the words of a song tell a story</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, sing in 2 parts, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | <p>Listen and appraise: identify the themes, instruments/voices, explain how the words of a song tell a story</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, sing in 2 parts, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | |
| | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> |

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| | <p>Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> |
| | <p><u>Milestone 1</u> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> | | | | | |

| Year B (Y4) | Stone Age -Iron age | Extreme Survival! | Journey to Ancient Egypt | | Europe - Russia - focus on River Volga? | United Kingdom |
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| | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean on Me | Blackbird | Reflect, Rewind and Replay |
| | <p>Listen and appraise: identify the structure, instruments/voices, find the pulse</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, sing in unison, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | <p>Musical activities: learn more complex rhythm patterns, revise play and read different notes, learn to play tunes, revisit tunes from stage 1, compose using stated notes</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | <p>Listen and appraise: identify the structure, instruments/voices, find the pulse</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, singing and rapping in unison and in parts, compose own rapped lyrics</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings</p> | <p>Listen and appraise: identify the structure, instruments/voices, find the pulse</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, singing in unison, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | <p>Listen and appraise: identify the structure, instruments/voices, do the words tell a story?</p> <p>Musical activities: copy back, play, invent rhythmic and melodic patterns, sing in unison, play instruments accurately and in time, improvise, compose a simple melody using simple rhythms</p> <p>Perform and share: contribute to performance by singing, instrumental part, improvising, playing composition. Record and discuss their thoughts & feelings.</p> | |
| | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> | <p>Perform from memory with accurate control, pitch and tune.</p> <p>Maintain a simple part within a group.</p> <p>Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> |

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| | <p>real instruments and electronic technologies. Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> | <p>Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning. Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p> |
| | <p><u>Milestone 1</u> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch. Create short, musical patterns. Use symbols to represent a composition and use them to help with a performance. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> | | | | | |

Oak Class to have a 2-year rolling programme which includes units from Y5 and Y6 from Charanga.

Please see the Teacher assessment for each year group to identify the vocabulary they need to be using when listening and appraising (this is built on from Y5 to Y6), the reference to the Bronze, Silver and Gold challenges during the musical activities. These combined help provide differentiation during the lesson so you can make tasks slightly easier or challenge the more able in this area of the curriculum. Also, refer to the Basic, Advancing and Deep on Depth of learning.

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| Year A | Riotous Royalty Aspect or theme beyond 1066 - changing powers of monarchs (Henry VIII) Queen Victoria - Victorians? | | Around the world in 80 days | Victorious Vikings Viking and Anglo Saxon | Shaking and exploding Earthquake, zones and volcanoes | Local study - Gillingham /SP How we are linked |
| | Livin' On a Prayer | Classroom Jazz 1 | Make you feel my love | The Fresh Prince of Bel-Air | Dancing in the street | Reflect, Rewind and Replay |
| | Listen and appraise: identify the piece's structure, instruments/voices, find the pulse. Musical activities: rhythm and pitch copy back, and question and answer, read notes, sing in unison, play instrumental parts accurately and in time, improvise, compose a melody using simple rhythms Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: identify the piece's structure, instruments/voices Musical activities: play instrumental parts with the music by ear using certain notes, improvise to a certain style of music Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: identify the piece's structure, instruments/voices, find the pulse. Musical activities: rhythm and pitch copy back, and question and answer, read notes, sing in unison, play instrumental parts accurately and in time, improvise, compose a melody using simple rhythms Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: identify the piece's structure, instruments/voices, find the pulse. Musical activities: rhythm and pitch copy back, and question and answer, read notes, singing/rapping, play instrumental parts accurately and in time, improvise, compose a melody using simple rhythms Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: identify the piece's structure, instruments/voices, find the pulse. Musical activities: rhythm and pitch copy back, and question and answer, read notes, singing in two parts, play instrumental parts accurately and in time, improvise, compose a melody using simple rhythms Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | |

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| | <p>Sing or play expressively, with control and in tune from memory.</p> <p>Hold a part within a round or a harmony.</p> <p>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</p> <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>Sing or play expressively, with control and in tune from memory.</p> <p>Hold a part within a round or a harmony.</p> <p>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</p> <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>Sing or play expressively, with control and in tune from memory.</p> <p>Hold a part within a round or a harmony.</p> <p>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</p> <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>Sing or play expressively, with control and in tune from memory.</p> <p>Hold a part within a round or a harmony.</p> <p>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</p> <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> | <p>Sing or play expressively, with control and in tune from memory.</p> <p>Hold a part within a round or a harmony.</p> <p>Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.</p> <p>Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p>Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> |
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| Year B | To infinity and beyond - Science heavy | Aspect or theme beyond 1066 - significant turning point in British History - WWI / WWII Battle of Britain | Vanishing Rainforests -Link to Kenya | Mayans | Ancient Greeks | A local history study - Shaftesbury - Gold Hill/St Peter's Church/The Abbey |
| | Happy | Classroom Jazz 2 | A New Year Carol | You've got a friend | Music and Me | Reflect, Rewind and Replay |
| | Listen and appraise: describe the style indicators, structure, identify the instruments/voices, talk about the musical dimensions used in the song Musical activities: rhythm and pitch copy back, and question and answer, read notes, sing in two parts, play instrumental parts accurately and in time, improvise, compose a melody using simple rhythms Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: describe the style indicators, structure, identify the instruments/voices, talk about the musical dimensions used in the song Musical activities: play instrumental parts with the music by ear using certain notes, improvise to a certain style of music Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: describe the style indicators, structure, identify the instruments/voices, talk about the musical dimensions used in the song Musical activities: learn to clap the rhythms used, musical phrases that you will sing in the song, singing in unison, sing original style and the Urban Gospel version Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: describe the style indicators, structure, identify the instruments/voices, talk about the musical dimensions used in the song Musical activities: rhythm and pitch copy back, and question and answer, read notes, sing in unison, play instrumental parts accurately and in time, improvise, compose a melody using simple rhythms Perform and share: contribute through singing, playing an instrumental part, improvising or by performing their composition. Record performance and discuss and talk musically about it. | Listen and appraise: talk about the music of the featured artist, any musical connection with previous knowl and understanding. About artists: talk about why 4 female artists were chosen for this unit, about any of the key words or themes from the video Create: plan and write about their composition Perform, share and present: present in an interesting and engaging way, reflect on strengths and weaknesses, talk about their identity in the music and the performance. | |

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