

ROYSTON ST JOHN BAPTIST CE PRIMARY SCHOOL



MUSIC CURRICULUM

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OUR VISION

'Go and Do Likewise'

At Royston St John Baptist CE Primary School, we strive to create a secure and happy environment for all. We are a Christian community who delights in learning, inspires high aspirations and broadens experiences. We learn to love our neighbours as ourselves and stand up for what we believe is right. Through our values and actions, we bring hope into our community and to the future of our world.

Our Christian Vision

Our theological vision is rooted in the Parable of the Good Samaritan in which we should 'go and do likewise' Luke 10:37.

This theological vision underpins all that we do and inspires our curriculum drivers of coherence, curiosity, and challenge. Our work is driven by the values of compassion, forgiveness, and love.

Our dedicated team of staff provide a friendly, nurturing learning environment where pupils feel safe, valued, and secure. We work alongside parents, governance, and the wider community to provide a creative, balanced, and inspiring curriculum. Our door is always open. Parents are always welcome. We are keen for parents and carers to be involved in their child's learning and successes.



RATIONALE & INTENT

At Royston St John Baptist CE Primary School, we are guided by the National Curriculum for Music (2014). The National Curriculum for Music aims to ensure that all children:

- *Can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.*
- *Can learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.*
- *Can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*

Music is taught as a discrete subject following the 'Charanga Original' scheme. Each unit follows a sequence of carefully planned lessons which build on prior knowledge and skills. At Royston St John Baptist CE Primary School, we strive to inspire and engage children so that they can take ownership of their learning, providing links to the wider curriculum where appropriate.

Music is changing the lives of everyone. Through teaching music, we equip children to engage with a rapidly-evolving world where creativity, expression, and cultural understanding are increasingly shaped by musical experiences. Our aim is to enable children to listen, perform, compose, and appreciate music across a range of styles and traditions. We want children to know more, remember more, and understand more in music so that they leave primary school musically literate, confident in their creativity, and ready to explore the rich world of sound.

During lessons, children are exposed to high quality teaching and the necessary knowledge and vocabulary to help them learn and develop their work through modelled and guided learning, building up to independent working. They are encouraged to be reflective learners as they build on learning. Sometimes the learning can be a challenge and we foster a positive mindset, using our mistakes to further our learning.

Musical skills are a major factor in enabling children to be confident, creative, and independent learners, and it is our intention that children have every opportunity to achieve this. Whether children are showing resilience while learning a new instrument or confidently sharing their compositions with peers and teachers, our school values are embedded in every music lesson. We also ensure children understand the importance of respectful listening and cultural awareness through focused lessons on musical diversity and expression.

Our vision is that music will enrich the experiences of all pupils and help create an environment that nurtures creativity and emotional well-being. Our aim is to enable all pupils and staff to be confident and expressive musicians. We use music to inspire and motivate pupils, fostering a love of learning and raising standards across the curriculum.

THE CHARANGA SCHEME

The Charanga Musical School Scheme provides teachers with a week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, the scheme moves way from the previous learning objective/outcome concept to an integrated, practical, exploratory and child-led approach to musical learning.

How the scheme is structured:

Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music.:

1. Listening and Appraising

2. Musical Activities

a) Warm-up Games

b) Optional Flexible Games

c) Singing

d) Playing instruments

e) Improvisation

f) Composition

3. Performing

Mastery in the Classroom:

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. Over time children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards. It's just shifting within the spiral. Mastery means both a deep understanding of musical skills and concepts and learning something new.

NATIONAL CURRICULUM 2014 & EYFS

FRAMEWORK 2021

Reception (ELGs)

Pupils should be taught to:

- *Sing a range of well-known nursery rhymes and songs.*
- *Perform songs, rhymes, poems and stories with others and (where appropriate) try to move in time to the music.*

Key Stage 1

Pupils should be taught to:

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

Key Stage 2

Pupils should be taught to:

- *Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.*
- *Improvise and compose music for a range of purposes using the interrelated dimensions of music.*
- *Listen with attention to detail and recall sounds with increasing aural accuracy.*
- *Use and understand staff and other musical notations*
- *Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
- *Develop an understanding of the history of music.*

KEY CONCEPTS AND DISCIPLINARY CONCEPTS

Key Concepts:

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about music and its diversity. Key concepts shape the overarching enquiry question for the spine. We have six main concepts in music which sub divide into further key concepts.

Key concepts



Disciplinary concepts:

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and everyone is interconnected

Musical concepts



EYFS LEARNING JOURNEY

AUTUMN 1

Unit: Me!

Theme: Learn to sing nursery rhymes and action songs

AUTUMN 2

Unit: My Stories

Theme: Learn to sing nursery rhymes and action songs

SPRING 2

Unit: Our World

Theme: Learn to sing nursery rhymes and action songs

SPRING 1

Unit: Everyone

Theme: Learn to sing nursery rhymes and action songs

SUMMER 1

Unit: Big Bear Funk

Theme: Transition Unit that prepares children for their musical learning in Year 1

SUMMER 2

Unit: Reflect, Rewind and Replay

Theme: Consolidation Unit

YEAR 1 LEARNING JOURNEY

AUTUMN 1

Unit: Hey You!

Theme: Old-School Hip Hop

AUTUMN 2

Unit: Rhythm in the Way We Walk and Banana Rap

Theme: Reggae, Hip Hop

SPRING 2

Unit: Round and Round

Theme: Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin Fusion

SPRING 1

Unit: In the Groove

Theme: Blue, Latin, Folk, Funk, Ba-roque, Bhangra

SUMMER 1

SUMMER 2

Unit: Your Imagination

Theme: Pop

Unit: Reflect, Rewind and Replay

Theme: Western Classical Music and your choice from Year 1.

YEAR 2 LEARNING JOURNEY

AUTUMN 1

Unit: Hands, Feet, Heart

Theme: South African Styles

AUTUMN 2

Unit: Ho Ho Ho

*Theme: Christmas, Big Band, Motown,
Elvis, Freedom Songs*

SPRING 2

Unit: Zootime

Theme: Reggae

SPRING 1

Unit: I Wanna Play in a Band

Theme: Rock

SUMMER 1

Unit: Friendship Song

Theme: Pop

SUMMER 2

Unit: Reflect, Rewind and Replay

*Theme: Western Classical Music and
your choice from year 2.*

YEAR 3 LEARNING JOURNEY

AUTUMN 1

Unit: Let Your Spirit Fly

Theme: R&B, Western Classical, Musicals, Motown, Soul

AUTUMN 2

Unit: Glockenspiel Stage 1

Theme: Learning basic instrumental skills by playing tunes in varying styles

SPRING 2

Unit: The Dragon Song

Theme: A little bit funky and music from around the world.

SPRING 1

Unit: Three Little Birds

Theme: Reggae

SUMMER 1

Unit: Bring Us Together

Theme: Disco

SUMMER 2

Unit: Reflect, Rewind and Replay

Theme: Western Classical Music and your choice from Year 3.

YEAR 4 LEARNING JOURNEY

AUTUMN 1

Unit: Mamma Mia

Theme: ABBA

Theme: Learning basic instrumental skills by playing tunes in varying styles

AUTUMN 2

Unit: Glockenspiel Stage 2

Theme: Learning basic instrumental

SPRING 2

Unit: Lean On Me

Theme: Gospel

SPRING 1

Unit: Stop!

*Theme: Grime, Classical, Bhangra, Tan-
go, Latin Fusion*

SUMMER 1

Unit: Blackbird

Theme: The Beatles

SUMMER 2

Unit: Reflect, Rewind and Replay

*Theme: Western Classical Music and
your choice from Year 4.*

YEAR 5 LEARNING JOURNEY

AUTUMN 1

Unit: Livin' On a Prayer

Theme: Rock

AUTUMN 2

Unit: Classical Jazz 1

Theme: Jazz

SPRING 2

Unit: Fresh Prince of Bel-Air

Theme: Hip Hop

SPRING 1

Unit: Make You Feel My Love

Theme: Pop Ballads

SUMMER 1

Unit: Dancing In The Street

Theme: Motown

SUMMER 2

Unit: Reflect, Rewind and Replay

*Theme: Western Classical Music and
your choice from Year 5.*

YEAR 6 LEARNING JOURNEY

AUTUMN 1

Unit: Happy

Theme: Pop/Motown

AUTUMN 2

Unit: Classical Jazz 2

Theme: Jazz, Latin, Blues

SPRING 2

Unit: You've got a Friend

Theme: The Music of Carole King

SPRING 1

Unit: Benjamin Britten—A New Year

Carol

*Theme: Benjamin Britten (Western
Classical Music), Gospel, Bhangra*

SUMMER 1

Unit: Music and Me

Theme: Contemporary

SUMMER 2

Unit: Reflect, Rewind and Replay

*Theme: Western Classical Music and
your choice from Year 6*

KNOWLEDGE PROGRESSION

Listen and Appraise:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Say if they like or dislike a piece of music. • Identify and distinguish environmental sounds. • Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow). • Begin to express how music makes them feel? 	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. • To know that songs have a musical style. 	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To choose one song and be able to talk about: <ul style="list-style-type: none"> - Its lyrics: what the song is about - any musical dimensions featured in the song, and where they are used - (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> - The lyrics: what the song is about. - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about 	<ul style="list-style-type: none"> • To know five songs from memory who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about
<ul style="list-style-type: none"> • Name some of the instruments they heard in the song. • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> • Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity 					

KNOWLEDGE PROGRESSION

Singing:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	<ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice.

KNOWLEDGE PROGRESSION

Playing:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or written down. • Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song] from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium note, simple or medium part or the melody of the song] from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.

KNOWLEDGE PROGRESSION

Improvisation

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. • Everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations.

KNOWLEDGE PROGRESSION

Composition:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way.
			<p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. 	<p>It's like writing a story. It can be played or performed again to your friends.</p> <ul style="list-style-type: none"> • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
			<ul style="list-style-type: none"> • Notation: recognise the connection between sound and symbol. 	<ul style="list-style-type: none"> • Notation: recognise the connection between sound and symbol. 		

KNOWLEDGE PROGRESSION

Performance:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> To know and be able to talk about: • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> To know and be able to talk about: • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> To know and be able to talk about: • Performing is sharing music with an audience with belief. • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music

SKILLS PROGRESSION

Listen and Appraise:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Say if they like or dislike a piece of music. • Identify and distinguish environmental sounds. • Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow). • Begin to express how music makes them feel? 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To talk about the musical dimensions working together in the Unit songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • To talk about the musical dimensions working together in the Unit songs. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • To talk about the musical dimensions working together in the Unit songs.
					<ul style="list-style-type: none"> • Talk about the music and how it makes you feel, using musical language to describe the music. 	

SKILLS PROGRESSION

Singing:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Singing	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing.

SKILLS PROGRESSION

Playing:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To lead a rehearsal session.

SKILLS PROGRESSION

Improvisation:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, play and improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. • Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using three different notes. • Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> • Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. • Improvise! – Take it in turns to improvise using one note. • Listen and copy back using instruments, two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using two different notes. • Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> • Copy Back – Listen and sing back • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using three different notes. • Listen and copy back using instruments, two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using two different notes. • Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> • Copy Back – Listen and sing back melodic patterns • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise! – Take it in turns to improvise using one note. • Listen and copy back using instruments, two different notes. • Play and Improvise – Using your instruments, listen and play your own answer using two different notes. • Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> • Copy Back – Listen and sing back melodic patterns • Play and Improvise – Using instruments, listen and play your own answer using one note. • Improvise using instruments in the context of a song to be performed. • Copy back using instruments. Use the three notes. • Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing • using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) 	<ul style="list-style-type: none"> • Improvise using instruments in the context of a song to be performed. • Copy back using instruments. Use the three notes. • Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing • using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

SKILLS PROGRESSION

Composition:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.
	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

SKILLS PROGRESSION

Performance:

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

VOCABULARY PROGRESSION

Reception:

The words listed for Reception are to prepare the children for learning in Year 1. These words will be revisited in Year 1 for consolidations.

Words You Need To Know:

Pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, the names of the percussion instruments regularly used in class e.g., glockenspiel, drum, bells, woodblock.

Year 1

Words You Need To Know:

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboards, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2

Words You Need To Know:

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3

Words You Need To Know:

Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Words You Need To Know:

VOCABULARY PROGRESSION

Year 4

Words You Need To Know:

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5

Words You Need To Know:

Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, synthesiser, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, bass line, brass section, harmony, melody.

Year 6

Words You Need To Know:

Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, harmony.

THE INTER-RELATED DIMENSIONS OF MUSIC

Pulse—the regular heartbeat of the music; its steady beat.

Rhythm—long and short sounds or patterns that happen over the pulse.

Pitch—high and low sounds

Tempo—the speed of the music; fast or slow or in-between.

Dynamics—how loud or quiet the music is

Timbre—all instruments, including voices, have a certain sound quality e.g., the trumpet has a very different sound quality to the violin.

Texture—layers of sound. Layers of sound working together make music very interesting to listen to.

Structure—every piece of music has a structure e.g., an introduction, verse and chorus ending.

Notation—the link between sound and symbol.

KEY WORDS AND DEFINITIONS

a capella

Without accompaniment from musical instruments, ie voices only.

appraising

Listening carefully.

arrangement

How voices and instruments are used in a song; where they occur within the song.

back beat

Beats 2 and 4 in a drum-line or if we are clapping along with the music.

backing

The accompaniment to a song.

balance

The level of volume at which players sing or play; if the balance is good then everyone can be heard.

ballad

A gentle love song.

band

Playing/singing/performing together.

bridge/middle

8 Contrasting section which leads back to main material.

chord

More than one note played at the same time.

chorus

A repeated section in a song which gives the main message.

coda

Short section which brings the song or piece to an end.

cover

A version of a song performed by someone other than the original artist that might sound a bit – or very – different

composing

Creating and developing musical ideas and 'fixing' ideas.

KEY WORDS AND DEFINITIONS

crossover

Can be a mixture of different styles which introduces new music to different audiences.

decks

Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

drumloops

A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

dynamics

How loud or quiet the music is.

ending

Short section which brings the song or piece to an end.

ensemble

A French word used to describe playing/singing/performing together.

groove

The rhythmic part of the music that makes you want to move and dance.

harmony

Different notes sung or played at the same time, to produce chords.

hook

A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

improvise

To make up a tune and play it on the spot; there is an assumption that it can never be recreated. 7

interlude

A passage of music played between the main themes

introduction

Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

lyrics

The words of a song.

KEY WORDS AND DEFINITIONS

melody

Another name for a tune.

melodic

Melody or tune.

notation

Ways to visually represent music.

offbeat

If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

original

The first ever version of a song

ostinato

A short repeated pattern

outro

Short section which brings the song or piece to an end.

pentatonic scale

A fixed five-note pattern eg the five black keys on a piano.

performing

Singing and playing instruments

phrase

A musical sentence.

pitch

The range of high and low sounds.

pre-chorus

A short section in a song, before the chorus.

pulse/beat

The heartbeat or steady beat of a song/piece of music.

KEY WORDS AND DEFINITIONS

recurring theme

A tune that repeats again and again in a piece of music.

rhythm

The combination of long and short sounds to make patterns.

riff

A short repeated phrase, often played on a lead instrument such as a guitar, piano or saxophone.

roots reggae

Music that deals with social and racial issues and brings in elements of Rastafari.

sampling

Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

secular

Non religious

solo

An Italian word used to describe playing/singing/performing on our own.

structure/form/shape

How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

style

The type of music eg blues or rock.

style indicators

Identifiers that show use the genre of the music.

syncopation

Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

tag

(Usually) a short ending, tagged on to the main part of the song.

tempo

An Italian word used to describe how fast/slow the music goes.

KEY WORDS AND DEFINITIONS

texture

Layers of sound in music.

timbre

The quality and character of the sound.

urban contemporary

Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

verse

A section in a song which has the same tune but di