



EYFS

Subject specific focus from statutory framework for Early Years Foundation Stage

Music

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Early learning goals that link to music:

EYFS Expressive arts and design

ELG Being imaginative and expressive

- 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.

In foundation stage the children......

- Access a range of percussion instruments indoors and outdoors, and are taught their names.
- Explore how sounds can be changed and learn the related vocabulary eq loud/quiet, fast/slow.
- Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis.
- Listen to a range of music.
- Are encouraged to move in response to music.

From years 1 through to 6, Charanga Musical School – the online interactive music teaching and learning resource – is used extensively to aid pupils' progression and learning development in music.

The National Curriculum for Music at Key Stages 1 and 2 aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to 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
- 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.

Therefore, Charanga's online resource has been tailor made so that "the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing."

Each Unit of Work comprises the 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







e.	Playing instruments Improvisation Composition orming					
	К	S1				KS
 use their rhymes play tune listen wit music 	ed and untuned instruments musical h concentration and understanding	by singing songs and speaking chants and ly to a range of high-quality live and recorded sounds using the inter-related dimensions		 improvise and com of music listen with attention use and understand appreciate and understand 	an understanding of r ithin musical structur ht to: n solo and ensemble of creasing accuracy, flo pose music for a rang n to detail and recall d staff and other mus erstand a wide range tions and from great	music res an contex uency ge of sounc sical n e of hi comp
YEAR	Autumn 1	Autumn 2	Spr	ing 1	Spring 2	Su



2 Ally with increasing confidence and control. cal composition, organising and d reproducing sounds from aural memory. exts, using their voices and playing musical y, control and expression purposes using the inter-related dimensions ds with increasing aural memory notations igh-quality live and recorded music drawn bosers and musicians usic. Mammer 1





1		a – Hey You! praise - begin to recognise styles, find the	Christmas and Nativity Songs Children practise and perform skills of breathing, diction	Charanga – In The Groove Listen & Appraise (descriptions for all	Charanga – Round and Round	Cha Ima
	pulse, recog	nise	and projection before the Nativity shows in December.	strands as above)	Listen & Appraise	Lister
		, listen, discuss other dimensions of music.		Musical Activities - a new activity is	(descriptions for all strands as	stran
	Musical Activ 4:	vities - a new activity is added until Step	<i>NC links:</i> • use their voices expressively and creatively by singing	added until Step 4: • Games	above)	Music
		egin to internalise, understand, feel, know	songs and speaking chants and rhymes	Singing	Musical Activities - a new activity is added until Step 4:	addeo ● Gar
	how the dim	nensions of	play tuned and untuned instruments musically	Playing	• Games	• Gai
		together. Focus on Warm-up Games.	• listen with concentration and understanding to a range	• Improvisation - option after Step 3	• Singing	• Play
	Pulse, rhyth dynamics.	m, pitch, tempo,	of high-quality live and recorded music • experiment with, create, select and combine sounds	Composition - option after Step 4 Perform/Share	Playing	• Imp
	• Singing - s	start to sing, learn about singing and vocal	using the inter-related dimensions of music.	Playing/singing in different styles and	• Improvisation - option after Step 3	 Cor Perfo
	health. Begi about worki	ng in a group/band/ensemble.		learning about those styles.	• Composition - option after Step 4	Creat Mixed
		start to play a classroom instrument in a		Mixed styles:	Perform/Share	songs
	group/band/	tion - option after Step 3 - begin to		• In The Groove by Joanna Mangona (Blues, Baroque,	Latin and Mixed Styles:	imagi
		create your own		Latin, Bhangra, Folk and Funk).	 Round And Round (Bossa Nova) 	 You and F
		nelodies and rhythms.		• How Blue Can You Get by B.B. King	• Livin' La Vida Loca by Ricky	Read
		on - option after Step 4 - begin to create		(Blues) • Let The Bright Seraphim by Handel	Martin (Latin/Pop)	• Sup
	your own re melodies an	d rhythms and record them in some way.		(Baroque)	• Imperial War March by John Williams (Film)	Mary • Pur
	Perform/Sha	are - begin to work together in a		Livin' La Vida Loca by Ricky Martin	• It Had Better Be Tonight by	The C
		ensemble and perform		(Latin/Pop)	Michael Bublé (Latin/Big	Facto
		er and an audience. pect/improve your work together.		 Jai Ho by J.R. Rahman (Bhangra/Bollywood) 	Band)	• Day
		rhythm and pitch work together. When we		Lord Of The Dance by Ronan	 Why Don't You by Gramophonedzie (Big 	 Rai Movie
	rap we			Hardiman (Irish)	Band/Dance)	• A W
	use pulse ar song.	nd rhythm but add pitch and we have a		• Diggin' On James Brown by Tower Of Power (Funk)	• Oya Como Va by Santana	
	Old School F	HD HOD:		Power (Fullk)	(Latin/Jazz)	
	• Hey You! b	by Joanna Mangona				
		f And I by De La Soul				
		ce Of Bel-Air by Will Smith Delight by The Sugarhill Gang				
		buch This by MC Hammer				
	• It's Like Th	hat by Run DMC				
	Year 1	Bowerham "Can I" skills				
		Listen and Appraise				
		Can I listen to and respond to live m	nusic?			
		Can I identify tempo as fast or slow	?			
		Can I identify pitch as high or low?				
		Can I identify duration as long or sh				
		Can I recognise and use untuned an	a tuned percussion instruments?			
		Musical Activities				
		Can I join in class/assembly singing				
		Can I sing call and response songs?				
		Can I repeat and copy short rhythm				
		Can I identify dynamics as loud or s	017.			
		Creating and Exploring Can I create and choose sounds in r	compose to simple starting points?			
		Performing	esponse to simple starting points?			
			create short pieces of music that reflect certain moods	s events and feelings?		
	<u> </u>					
Enrichment	Harvest A	ssembly	Christmas Concert			
Lincinient	naivest A	ssembly				



haranga – Your Charanga – Reflect, Rewind & magination sten & Appraise (descriptions for all Replay rands as above) Listen & Appraise usical Activities - a new activity is (descriptions for all Ided until Step 4: strands as above) Games Musical Activities: Singing Games Playing Singing Improvisation - option after Step 3 Playing Composition - option after Step 4 Improvisation rform/Share Composition eate your own lyrics. Perform/Share xed styles and listening to Revision and deciding ongs/music about using your what to perform. Listen agination : to Western Your Imagination by Joanna Mangona Classical Music. The nd Pete language of music. eadman Supercalifragilisticexpialidocious from ary Poppins Pure Imagination from Willy Wonka & ne Chocolate ctory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet ovie Whole New World from Aladdin





2	Charanga	– Hands, Feet, Heart	 Christmas and Nativity Songs Children practise and perform skills of breathing, diction and projection before the Nativity shows in December. <i>NC links:</i> 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. 	Charanga – I Wanna Play In A Band Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share Rock music and movement: We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Lancaster and Morecambe Schools' Singing Festival Children practise and perform skills of breathing, diction and projection before the festival in mid-March. <i>NC links:</i> • 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.	Charanga – Friendship Song Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share Mixed styles: Friendship Song by Joanna Mangona and Pete Readman Count On Me by Bruno Mars We Go Together (from Grease soundtrack) You Give A Little Love from Bugsy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman	Charanga – Reflect, Rewind and Replay Listen & Appraise (descriptions for all strands as above) Musical Activities: • Games • Singing • Playing • Improvisation • Composition Perform/Share Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
	Year 2	Bowerham "Can I" skills Listen and Appraise				Newman	
		Can I explore similarities and different Can I use simple musical vocabulary					
		Can I develop an awareness of songs Musical Activities	s with repeated phrases and rounds?				
			ts can be used to create different effects?				
		Creating and Exploring					
		Can Identify ways of improving own Can I choose and order sounds withi	n simple structures, e.g. beginning, middle and end?				
		Can I organise a limited range of sou Can I represent changing sounds wit					
		Performing	מישטאל איז				
		Can I establish a steady beat?					
		Can I recognise and reproduce high					
		Can I recognise and reproduce long a Can I recognise and reproduce loud a					
		Can I recognise and reproduce load					
		Can I perform simple patterns and a	ccompaniments keeping to a steady pulse?				
Enrichment	Harvest As	sembly	Nativity		Lancaster & Morecambe Schools' Singing Festival		







Musical Progression – KS1

	Units o	f Work			Differentiate	ed Instrumental	Progression			Progre	ssion for Improv	/Isation	Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	More difficult
1	Autumn 1	Hey You!	с	с	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	с			Singing and p	erforming only			Singir	ng and performin	ng only	Singin	g and performir	ng only
1	Spring 1	In The Groove	с	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crochets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		1
1	Summer 1	Your Imagination	с	G	CEG	EGA	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instr	uments and/or c	lap and sing	C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay			Conse	olidation and Re	vision			Cons	olidation and Re	vision	Cons	olidation and Re	evision
2	Autumn 1	Hands, Feet, Heart	с	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Но Но Но	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchers and rests	Not applicable		Not applicable			Not applicable	
2	Spring 1	l Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	с	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	с	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quvers , Minims	с	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay		Consolidation and Revision				Cons	olidation and Re	vision	Cons	olidation and Re	evision		
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3	 Harvest Songs Practice <i>NC links:</i> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 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. 	Charanga – Glockenspiel Stage 1 Listen & Appraise (descriptions for all strands as above) Musical Activities: • Games • Singing • Playing Perform/Share Playing the glockenspiel. The language of music.	Charanga – Three Little Birds Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share Reggae and Bob Marley. Reggae music: Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley Small People by Ziggy Marley Stand The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Charanga – Bring Us Together Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Sep 4 Perform/Share Disco music: Bringing Us Together by Joanna Mangona and Pete Readman Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	Natio
	Year 3 Bowerham "Can I" skills				
	Listen and Appraise				
	Can I talk about the impact of changes made to im Can I compare and contrast sounds according to p Can I compare and contrast sounds according to d Can I compare and contrast sounds according to d Can I compare and contrast sounds according to the Can I use simple musical vocabulary to describe by Can I begin to develop an understanding of the his Musical Activities Can I use a cyclical pattern (fixed number of beats Can I develop an awareness of rounds, call and re Can I recognise how musical elements are combine Creating and Exploring Can I explore the effect of silence and other music Can I represent sounds and musical direction with Performing Can I sing with increasing expression? Can I improvise repeated patterns and create laye Can I perform with control of pulse and awareness	itch? luration? lynamics? empo? oth sounds and the way they a story and context of music? s repeated continuously)? sponse, and a variety of songs ed and used expressively? cal effects? ned and used expressively? symbols to create a simple sco rs of sounds?	?		
Enrichment	Harvest Assembly	Christingle Concert			Music



onal Anthems	National Anthems of the World





	Listen & App instruments, other dimens Musical Activ Games - co dimensions of together. Foo dynamics. St link between Singing - c Continue to l in a group/ba Playing - C Group/band/ explore the l Improvisat your own res melodies and Composition responses, n rhythms and between sou Perform/Sha and perform and an audie ABBA's musi Mamma Mi Dancing Qu The Winne Waterloo b	d rhythms. on - option after Step 4 - continue to create your own helodies and record them in some way. Start to explore the link nd and symbol. re - Continue to work together in a group/band/ensemble to each other ence. DIscuss/respect/improve your work together. c: a by ABBA ueen by ABBA r Takes It All by ABBA y ABBA	Charanga – Glockenspiel 2 Listen & Appraise (descriptions for all strands as above) Musical Activities: • Games • Singing • Playing Perform/Share Playing the glockenspiel. The language of music.	Charanga – Stop! Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Composition - option after Step 4 Perform/Share Grime, Writing lyrics. Mixed styles: Stop! By joanna mangona (Grime) Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)	Charanga – Lean On Me Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share Gospel/links to Religious music: Lean On Me by Bill Withers (Soul) Lean On Me by Bill Withers (Soul) Lean On Me by The ACM Gospel Choir (Gospel) Shackles by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) He Still Loves Me by Walter Williams and Beyoncé (Gospel)	Charanga - Blackbird Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share The Beatles and the development of pop music The Civil Rights Movement. The Beatles songs: • Blackbird by The Beatles • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles	Charanga – Refle Rewind and Repla Listen & Appraise (descripti for all strands as above) Musical Activities: Games Singing Playing Improvisation Composition Perform/Share Revision and deciding what perform. Listen to Western Classical Music. Th language of music.				
	Year 4	Bowerham "Can I" skills Listen and Appraise									
	Li Ca Ca Ca Ca Ca Ca Ca Ca Ca Ca	Can I recognise differences in dynamic levels, e.g Can I listen to, discuss and analyse simple songs Can I continue to develop an understanding of the Musical Activities Can I gain awareness that the top number of a tir Can I maintain a simple part within an ensemble of Can I sing with awareness of breathing and diction Can I explore a range of musical genres?									
		Can I use notation associated with duration, e.g. Can I explore combinations or clusters based on p Can I combine musical elements to create a score Can I begin to use musical notation and devices, e	Can I create and perform linear and cyclical patterns? Can I use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat? Can I explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA? Can I combine musical elements to create a score? Can I begin to use musical notation and devices, e.g. melody, and rhythms to create a score?								
	Performing Can I improvise a repeated pattern (Ostinato)? Can I compose, improve and perform simple melodies and songs? Can I improvise melodic and rhythmic phrases as part of a group performance?										
	Harvest As					ration Concert					







 Harvest Songs Practice <i>NC links:</i> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 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. Charanga – Livin' on a Prayer Listen & Appraise (descriptions for all strands as above) Musical Activities: Playing Improvisation 	 Play songs to show understanding of rhythm and chords: My Dog has Fleas, Hey You, A Sailor went to Sea, Sur le Pont D'Avignon, Frere Jacques, Learn how to strum and hold the ukulele appropriately using open strings and chords 	 ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory 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 	 Charanga – Classroom Jazz 1 Listen & Appraise (descriptions for all strands as above) Musical Activities: Playing Improvisation Perform/Share Jazz and improvisation. 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 	Charanga – Dancing In The Street Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: Games Singing Playing Improvisation - option after Step 3 Composition - option after Step 4 Perform/Share Motown: Dancing In The Street by Martha And The Vandellas I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard It Through The Grapevine by	Charanga – Fresh Prince of Bel-Air Listen & Appraise (descriptions for all strands as above) Musical Activities: • Playing • Improvisation Perform/Share • Old-Schol Hip-Hop • 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
above) Musical Activities: • Playing	Carol Service NC links: • play and perform in solo and ensemble contexts, using	 recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	same style, talking about what stands out musically in each of	• I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops	style, talking about what stands out







	Year 5	Bowerham "Can I"	skills				
		Listen and Appraise	e				
			ast and combine a range of musica				
			ires such as crescendo, diminuendo				
			eate more complex patterns, maint				
			lifference between unison and harn				
			ss and analyse hooks, riffs and mus				
			velop an understanding of the histo	ry and context of music?			
		Musical Activities					
			eness of dynamics, phrasing and pi				
			creasingly complex part in an enser	nble or choral group?			
		Creating and Explo					
				t-one beat, minim-two beats, semi-breve-	four beats, quaver-half beat, semi-quaver-		
		quarter beat, a rest e					
			ic and rhythmic phrases using a rai				
			three note chords, e.g. CEG, (root				
			e simple eight note scales, e.g. C to		2		
				d rhythms, chords and structure, to creat	e a score?		
			eas and structures to compose a sco	pre?		_	
		Performing				-	
				e of melodies and songs with more than o			
Enrichment	Harvest Asse	embly	Christingle Concert	Singing Workshop with		Music Celebration Concert	
				professional singing teacher in	Singing Festival		
				preparation for the festival			







 Hard intervent, Barger Jahrensen, Barge	 NC integ A bit is a function of a solar distance is a distance i	6	Harvest Songs Practice	Christingle & Carols Practice	Young Voices Practice and rehearsals in readiness for the	Charanga – Classroom Jazz 2	Charanga – ` Friend
 Not index: Not an experiment is used and accomplexity and participant is used and accomplexity intervents, using their is used and accomplexity intervents is used accomplexity intervents is used and accomplexity intervents is used accomplexity intervents is used and accomplexity intervents is used accomplexity intervents intervents intervents is used accomplexity intervents interven	 <i>Inclusion</i> <i>example protocols</i> and partomic in solo a			NC links:			
 In the and perform in solo and exemutions and the contexts, using the con	 ally and perform in solic and ensemble control by any performance in solic and ensemble increasing accuracy. <i>Harmy</i>, central and excuracy. <i>H</i>		NC links:				
 planna mutacial instruments with increasing auxiliary. Increasing auxiliary. Increasing auxiliary increas	 elapsing muscle instruments with increasing and membra in the deal and received involves and received involves with increasing and received involves with increasing and received involves with increasing and received involves in the deal and received involves with increasing and received involves in the deal and received involves in the		• play and perform in solo and ensemble				Musical Activities
 	 Addrive maked instal instal method, control and expression of e				NC links:		
 add according about in detailed in a control of the second seco	 diversity attempts and interest provided in the deal and reach and provided interest and provided int			5			
 and only with creasing out and encoder and recoder an	 and beginning maked methods and recard seconds with increasing and memory. approvide and indextand a write memory approvide and indextand a write memory approvide and indextand a write memory. approvide and indextand a write memory approvide and indextand a write memory. approvide and indextand a write memory approvide and indextand a write memory. approvide and indextand a write memory approvide and indextand a write memory. approvide and indextand a write write memory. approvide and indextand and write write memory. approvide and approvide and indextand and write memory. approvide and approvide and appr						
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Love Will Save The Day by Brendan	Love Will Save The Day by Brendan						



You've Got A

ise (descriptions for all ve) ies - a new activity is ep 4:

n - option after Step 3 - option after Step 4

nusic - her life as a ndship: Friend by Carole King tion sung by Little Eva,

sung by The Chiffons,

oof sung by The Drifters,

Love Me Tomorrow by

1e Feel Like) A Natural

End-of-year production singing and music appreciation

NC links:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- 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.*





	Year 6	Bowerham "Can I" skills
		Listen and Appraise
		Can I explain the processes of a range of musical genre and styles?
		Can I use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part?
		Can I compare, improve and perform a range of melodies and songs combining different parts?
		Can I recognise a range of dynamic features including, accents, etc?
		Can I listen to, discuss and analyse ballads and groove form hooks?
		Can I continue to develop an understanding of the history and context of music?
		Musical Activities
		Can I use knowledge of notation to depict rhythmic phrases and patterns?
		Can I maintain a complex part in an ensemble or choral group?
		Can I make use of a range of expressive elements in own performance?
		Creating and Exploring
		Can I explore complex structures containing more than one melody?
		Can I invent a complex cyclical pattern using beats and patterns of different lengths?
		Can I create an accompaniment using a range of repeating chords?
		Can I use harmonic and non-harmonics devices to develop musical ideas and effects?
		Can I improve and compose using elements of different genres and styles?
		Performing
		Can I create and perform musical pieces containing more than one pentatonic scale?
Enrichment	Harvest Assem	hbly Carol Singing in town Young Voices 2019 Mu Christingle Concert Mu



Iusic Celebration Concert

End-of-year production





Musical Progression – KS2

	Units of Wo	ork		Diff	erentiated	Instrumen	tal Progres	sion		Progress	ion for Imp	rovisation	Progress	sion for Co	mpositio
rear (Term	Unit Title	Кеу	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	-	Easy	Medium	More difficult	Easy	Medium	More difficult
}	Autumn 1	Three Little Birds	G	G	B,C	G,A,B, C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
1	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable		Not applicable	e		Not applicabl	le
3	Spring 1	Glockenspi el Stage 2		C,D,E,F	C,D,E,F	C,D,E,F	Semibreves and rests	Crotchets, Minims and rests	Crotchet, Minime	C,D,E	C,D,E	C,D,E	C,D,E,F	C,D,E,F	C,D,E,F
3	Spring 2	Benjamin Britten - There Was a Monkey	G	G,D G,D D,E,G, Minims and A,B,D D,E,G, A,B,D Minims and rests A,B,D Not application of the stand rest of the standard rest of the stand							Not applicable	e		Not applicab	le
3	Summer 1	Let Your Spirit Fly	с	C,F,C E,F,G,A,B,C N/a Semibreves Minims and Not Not applicable Not applicable					Not applicable						
3	Summer 2	Reflect, Rewind and Replay				Revision					Revision			Revision	
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Five Gold Rings			Singing	and perform	ing only			Singing and performing only			Singing	g and perform	ing only
4	Spring 1	Glockenspi el Stage 3	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, Minims and rests	Crotchets, Minims, Semibreves and rests	Crotchets, Minims, Semibreves, Quavers and rests	C,D,E	C,D,E,F	C,D,E,F	C,D,E	C,D,E,F	C,D,E,F
4	Spring 2	Benjamin Britten - Cuckoo!	Aþ Major	с	С,А>	F,G,A♭, B♭,C, D♭,E♭	Quavers, Crotchets and rests	Quavers and Crotchets and rests	Crotchets, Quavers, Minims and rests		Not applicabl	e		Not applicabl	le
ţ	Summer 1	Lean On Me	с	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets, and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 2	Reflect, Rewind and Replay				Revision					Revision			Revision	







	Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Кеу	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
5	Autumn 1	Don't Stop Believin'	F	F,G,A,B♭	F,G,A,B♭	D,E,F,G,A, B♭, C	Minims	Crotchets and Minims	Quaves, Crotchets, Minims, and Semibreves	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G ,A ,C,D	
5	Autumn 2	Five Gold Rings	Sinding and performing only							Singing and performing only			Singing and performing only			
5	Spring 1	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable			
5	Spring 2	Benjamin Britten - A Tragic Story	en - Singing and performing only							Singing and performing only			Singing and performing only			
5	Summer 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition			
5	Summer 2	Reflect, Rewind and Replay	i and Revision							Revision			Revision			
6	Autumn 1	Livin' on a Prayer	G	G,A,B	D,E,F≴,G	D,E,F¢,G, A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,Bor D,E,F≱	G,A,B,D,E or D,E,F≴,G,A	
6	Autumn 2	Benjamin Britten - A New Year Carol	G	G,F	F,A,F	N/a	Minims and rests	Crotchets, Minims and rests	Not applicab		Not applicabl	e	Not applicable			
6	Spring 1	Classroom Jazz 2	C Major	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C		Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F, G,A,B,C	Not applicable			
			C Blues	C,B♭,G	C,Bb,G,F	C,BbG,F,C		Not applicabl	e	C,B♭,G	C,B♭,G,F	C,Bb,G,F,C	Not applicable			
6	Spring 2	Bel Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A	
6	Summer 1	Make You Feel My Love	с	C,D	G,A,B,C'	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves		G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D	
6	Summer 2	Reflect, Rewind and Replay	Rewind and Revision								Revision			Revision		

