

MUSIC Overview

Autumn 1 Theme: We are Together



The national curriculum for Music 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: Year 1	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: Year 3	Recommended music list for soft start/ assemblies: Year 4	Recommended music list for soft start/ assemblies: Year 5	Recommended music list for soft start/ assemblies: Year 6
Unit 1 – Introducing Beat How Can We Make Friends When We Sing Together?	Unit 1 – Exploring Simple Patterns How Does Music Help Us to Make Friends?	Unit 1 – Developing Notation Skills How Does Music Bring Us Closer Together?	Unit 1 – Interesting Time Signatures How Does Music Bring Us Together?	Unit 1 – Getting Started with Music Tech How Does Music Bring Us Together?	Unit 1 – Developing Melodic Phrases How Does Music Bring Us Together?
Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Essential Knowledge and Skills: <ul style="list-style-type: none"> • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Sing in unison. • Explore ways of representing high and 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Find and keep a steady beat. • Copy back simple rhythmic patterns using long and short. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Recognise some band and orchestral instruments. • Start to talk about 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Talk about what the song or piece of music means. • Identify some instruments you can hear playing. • Talk about the style of the music. • Sing songs from memory and/or from notation. • Identify and 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Talk about the words of a song. • Think about why the song or piece of music was written. • Identify 2/4, 3/4, and 4/4 metre. • Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Find and demonstrate the steady beat. • Identify 2/4, 3/4, 6/8 and 5/4 metre. • Identify the musical style of a song or piece of music • Discuss the structure of the music • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify the following instruments by ear and through a range of media: • Identify the sound of a Gospel choir and soloist, Rock band, symphony

<p>low sounds, and long and short sounds, using symbols</p> <ul style="list-style-type: none"> • Understand the difference between creating a rhythm pattern and a pitch pattern. • Choose a song/songs to perform to a well-known audience. 	<p>the style of a piece of music.</p> <ul style="list-style-type: none"> • Recognise some band and orchestral instruments • Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> • C, D, E, F, G, ,A, B • Talk about the difference between rehearsing a song and performing it. 	<p>understand the differences between crotchets and paired quavers.</p> <ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F#, G, G#, A, B and B b • Compose over a simple chord progression. • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 	<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation • Talk about how the songs and their styles connect to the world. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Improvise over a simple chord progression. • Perform, with confidence, a song from memory or using notation. 	<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E b major, C minor and D minor. • Explain why the song was chosen, including its composer and the historical and cultural context of the song. • Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. 	<p>orchestra and A Cappella groups.</p> <ul style="list-style-type: none"> • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. • Understand the importance of the performing space and how to use it. • Record the performance and compare it to a previous performance. • Collect feedback from the audience and reflect how the audience believed in the performance.
<p>Links to prior learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to prior learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to prior learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to prior learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to prior learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to prior learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>
<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>

Autumn 2
Theme: Connecting to the past



The national curriculum for Music aims to ensure that all pupils:

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- 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: Year 1	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: Year 3	Recommended music list for soft start/ assemblies: Year 4	Recommended music list for soft start/ assemblies: Year 5	Recommended music list for soft start/ assemblies: Year 6
Unit 2 - Adding Rhythm & Pitch How Does Music Tell Stories about the Past?	Unit 2 - Focus on Dynamics & Tempo How Does Music Teach Us about the Past?	Unit 2 - Enjoying Improvisation What Stories Does Music Tell Us about the Past?	Unit 2 - Combining Elements to Make Music How Does Music Connect Us with Our Past?	Unit 2 - Emotions & Musical Styles How Does Music Connect Us with Our Past?	Unit 2 - Understanding Structure & Form How Does Music Connect Us with Our Past?
Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Essential Knowledge: <ul style="list-style-type: none"> • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Sing in unison. • Explore ways of representing high and low sounds, and 	Essential Knowledge: <ul style="list-style-type: none"> • Find and keep a steady beat. • Copy back simple rhythmic patterns using long and short. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Recognise some band and orchestral instruments. 	Essential Knowledge: <ul style="list-style-type: none"> • Talk about what the song or piece of music means. • Identify some instruments you can hear playing. • Talk about the style of the music. • Sing songs from memory and/or from notation. • Identify and 	Essential Knowledge: <ul style="list-style-type: none"> • Talk about the words of a song. • Think about why the song or piece of music was written. • Identify 2/4, 3/4, and 4/4 metre. • Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. • Rehearse and learn songs 	Essential Knowledge: <ul style="list-style-type: none"> • Find and demonstrate the steady beat. • Identify 2/4, 3/4, 6/8 and 5/4 metre. • Identify the musical style of a song or piece of music • Discuss the structure of the music • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. 	Essential Knowledge: <ul style="list-style-type: none"> • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify the following instruments by ear and through a range of media: • Identify the sound of a Gospel choir and soloist, Rock band, symphony

<p>long and short sounds, using symbols</p> <ul style="list-style-type: none"> Understand the difference between creating a rhythm pattern and a pitch pattern. Choose a song/songs to perform to a well-known audience. 	<ul style="list-style-type: none"> Start to talk about the style of a piece of music. Recognise some band and orchestral instruments Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> C, D, E, F, G, A, B Talk about the difference between rehearsing a song and performing it. 	<p>understand the differences between crotchets and paired quavers.</p> <ul style="list-style-type: none"> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, G, A, B and B\flat Compose over a simple chord progression. Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 	<p>from memory and/or with notation</p> <ul style="list-style-type: none"> Talk about how the songs and their styles connect to the world. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Improvise over a simple chord progression. Perform, with confidence, a song from memory or using notation. 	<ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E\flat major, C minor and D minor. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. 	<p>orchestra and A Cappella groups.</p> <ul style="list-style-type: none"> Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance.
<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>
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Spring 1
Theme: Our Beautiful World



The national curriculum for Music 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: Year 1	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: Year 3	Recommended music list for soft start/ assemblies: Year 4	Recommended music list for soft start/ assemblies: Year 5	Recommended music list for soft start/ assemblies: Year 6
Unit 3 - Introducing Tempo & Dynamics How Does Music Make the World a Better Place?	Unit 3 - Exploring Feelings Through Music How Does Music Make the World a Better Place?	Unit 3 - Composing Using Your Imagination How Does Music Make the World a Better Place?	Unit 3 - Developing Pulse & Groove Through Improvisation How Does Music Improve Our World?	Unit 3 - Exploring Key & Time Signatures How Does Music Improve Our World?	Unit 3 - Gaining Confidence Through Performance How Does Music Improve Our World?
Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Essential Knowledge and Skills: <ul style="list-style-type: none"> • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Sing in unison. 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Find and keep a steady beat. • Copy back simple rhythmic patterns using long and short. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Recognise some band and orchestral 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Talk about what the song or piece of music means. • Identify some instruments you can hear playing. • Talk about the style of the music. • Sing songs from memory and/or from 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Talk about the words of a song. • Think about why the song or piece of music was written. • Identify 2/4, 3/4, and 4/4 metre. • Identify the tempo as fast, slow or steady. • Recognise the style of 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Find and demonstrate the steady beat. • Identify 2/4, 3/4, 6/8 and 5/4 metre. • Identify the musical style of a song or piece of music • Discuss the structure of the music • Sing in 2/4, 3/4, 4/4 and 6/8 time. 	Essential Knowledge and Skills: <ul style="list-style-type: none"> • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify the following instruments by ear and through a range of media: • Identify the sound of a

<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols • Understand the difference between creating a rhythm pattern and a pitch pattern. • Choose a song/songs to perform to a well-known audience. 	<p>instruments.</p> <ul style="list-style-type: none"> • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments • Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> • C, D, E, F, G, ,A, B • Talk about the difference between rehearsing a song and performing it. 	<p>notation.</p> <ul style="list-style-type: none"> • Identify and understand the differences between crotchets and paired quavers. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. <ul style="list-style-type: none"> • Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F#, G, G#, A, B and B b • Compose over a simple chord progression. • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 	<p>music you are listening to.</p> <ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation • Talk about how the songs and their styles connect to the world. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Improvise over a simple chord progression. • Perform, with confidence, a song from memory or using notation. 	<ul style="list-style-type: none"> • Sing in unison and parts, and as part of a smaller group. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E b major, C minor and D minor. • Explain why the song was chosen, including its composer and the historical and cultural context of the song. • Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. 	<p>Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <ul style="list-style-type: none"> • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. • Understand the importance of the performing space and how to use it. • Record the performance and compare it to a previous performance. • Collect feedback from the audience and reflect how the audience believed in the performance.
<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>
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Spring 2
Theme: Our Community & neighbourhood



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- 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.

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Recommended music list for soft start/ assemblies: Year 1	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: Year 3	Recommended music list for soft start/ assemblies: Year 4	Recommended music list for soft start/ assemblies: Year 5	Recommended music list for soft start/ assemblies: Year 6
Unit 4 - Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours?	Unit 4 - Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood?	Unit 4 - Sharing Musical Experiences How Does Music Help Us Get to Know Our Community?	Unit 4 - Creating Simple Melodies Together How Does Music Teach Us about Our Community?	Unit 4 - Introducing Chords How Does Music Teach Us about Our Community?	Unit 4 - Exploring Notation Further How Does Music Teach Us about Our Community?
Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • 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. 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Sing in unison. Explore ways of representing high and low sounds, and long and short sounds, using symbols Understand the difference between creating a rhythm pattern and a pitch pattern. Choose a song/songs to perform to a well-known audience. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Find and keep a steady beat. <ul style="list-style-type: none"> Copy back simple rhythmic patterns using long and short. Describe tempo as fast or slow. Describe dynamics as loud or quiet. Recognise some band and orchestral instruments. <ul style="list-style-type: none"> Start to talk about the style of a piece of music. Recognise some band and orchestral instruments Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> C, D, E, F, G, ,A, B Talk about the difference between rehearsing a song and performing it. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Talk about what the song or piece of music means. <ul style="list-style-type: none"> Identify some instruments you can hear playing. Talk about the style of the music. Sing songs from memory and/or from notation. <ul style="list-style-type: none"> Identify and understand the differences between crotchets and paired quavers. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F#, G, G#, A, B and B b Compose over a simple chord progression. Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Talk about the words of a song. Think about why the song or piece of music was written. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to. Rehearse and learn songs from memory and/or with notation Talk about how the songs and their styles connect to the world. Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Improvise over a simple chord progression. Perform, with confidence, a song from memory or using notation. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music Discuss the structure of the music Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E b major, C minor and D minor. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance.
<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>
<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation</p>

Summer 1
Theme: Music in our Lives



The national curriculum for Music 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: Year 1	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: Year 3	Recommended music list for soft start/ assemblies: Year 4	Recommended music list for soft start/ assemblies: Year 5	Recommended music list for soft start/ assemblies: Year 6
Unit 5 - Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day?	Unit 5 - Music that Makes You Dance How Does Music Shape Our Way Of Life?	Unit 5 - Learning More about Musical Styles How Does Music Shape Our Way Of Life?	Unit 5 - Connecting Notes and Feelings How Does Music Shape Our Way Of Life?	Unit 5 - Words, Meaning and Expression How Does Music Shape Our Way Of Life?	Unit 5 - Using Chords and Structure How Does Music Shape Our Way Of Life?

<p>Subject Content:</p> <ul style="list-style-type: none"> • 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. 	<p>Subject Content:</p> <ul style="list-style-type: none"> • 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. 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Subject Content:</p> <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Sing in unison. • Explore ways of representing high and low sounds, and long and short sounds, using symbols • Understand the difference between creating a rhythm pattern and a pitch pattern. • Choose a song/songs to perform to a well-known audience. 	<p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> • Find and keep a steady beat. • Copy back simple rhythmic patterns using long and short. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Recognise some band and orchestral instruments. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments • Explore improvisation within a major scale using the notes: <ul style="list-style-type: none"> • C, D, E, F, G, ,A, B • Talk about the difference between rehearsing a song and performing it. 	<p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> • Talk about what the song or piece of music means. • Identify some instruments you can hear playing. • Talk about the style of the music. • Sing songs from memory and/or from notation. • Identify and understand the differences between crotchets and paired quavers. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F,F#, G, G#, A, B and B b • Compose over a simple chord progression. • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 	<p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> • Talk about the words of a song. • Think about why the song or piece of music was written. • Identify 2/4, 3/4, and 4/4 metre. • Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. • Rehearse and learn songs from memory and/or with notation • Talk about how the songs and their styles connect to the world. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Improve over a simple chord progression. • Perform, with confidence, a song from memory or using notation. 	<p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> • Find and demonstrate the steady beat. • Identify 2/4, 3/4, 6/8 and 5/4 metre. • Identify the musical style of a song or piece of music • Discuss the structure of the music • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E b major, C minor and D minor. • Explain why the song was chosen, including its composer and the historical and cultural context of the song. • Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. 	<p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> • Identify 2/4, 4/4, 3/4, 6/8 and 5/4. • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify the following instruments by ear and through a range of media: • Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. • Understand the importance of the performing space and how to use it. • Record the performance and compare it to a previous performance. • Collect feedback from the audience and reflect how the audience believed in the performance.
<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6:</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1 to Y6:</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1</p>	<p>Links to future learning:</p> <p>All Charanga units will build upon the following skills from Y1</p>

Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation
Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation	Links to future learning: All Charanga units will build upon the following skills from Y1 to Y6: Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation

Summer 2 Theme: Music & the Environment



The national curriculum for Music 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recommended music list for soft start/ assemblies: Year 1	Recommended music list for soft start/ assemblies: Year 2	Recommended music list for soft start/ assemblies: Year 3	Recommended music list for soft start/ assemblies: Year 4	Recommended music list for soft start/ assemblies: Year 5	Recommended music list for soft start/ assemblies: Year 6
Unit 6 - Explore Sound and Create a Story How Does Music Connect Us With The Environment?	Unit 6 - Exploring Improvisation How Does Music Connect Us With The Environment?	Unit 6 - Recognising Different Sounds How Does Music Connect Us With The Environment?	Unit 6 - Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment?	Unit 6 - Identifying Important Musical Elements How Does Music Connect Us With The Environment?	Unit 6 - Respecting Each Other through Composition How Does Music Connect Us With The Environment?
Subject Content: <ul style="list-style-type: none"> • 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 	Subject Content: <ul style="list-style-type: none"> • 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 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Subject Content: <ul style="list-style-type: none"> • Performing • Listening • Improvising and composing • develop an understanding of the history of music. • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from

