

| Units of Learning<br>Scheme of Learning:<br>Charinga                   | EYFS Nursery   | EYFS Foundation Stage                                     | Year 1<br>TOPPs   | Year 2<br>Charanga  | Year 3<br>Charanga<br><br>Glockenspiel Stage 1<br>Three Little Birds<br>Bringing us together   | Year 4<br>Wider Opportunities | Year 5<br>Charanga<br><br>Livin' on a prayer<br>Fresh Prince of Bel Air<br>Dancing in the Street   | Year 6<br>Charanga<br><br>Happy<br>You've got a Friend<br>Reflect, Rewind, Replay  |
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| <p><b>Substantive Knowledge</b></p> <p><b>Listen and appraise</b></p>  | <p>To listen with increased attention to sound</p> <p>To respond to what they have heard, expressing their thoughts and feelings</p> | <p>To listen attentively to a variety of music</p>        | <p>To learn simple songs by heart</p> <p>To know that songs have a steady pulse</p> | <p>To learn songs by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To know that songs have a steady pulse.</p> | <p>To know songs from memory and who sang them or wrote them.</p> <p>To know the different styles of the songs.</p> <p>To choose one song and be able to talk about: 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)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> |                               | <p>To know songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the previous years in those styles.</p> <p>To choose two or three songs and be able to talk about: Some of the style indicators of the songs, the lyrics, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p> | <p>To know songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the previous years in those styles.</p> <p>To choose two or three songs and be able to talk about: Some of the style indicators of the songs, the lyrics, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p> |
| <p><b>Disciplinary Knowledge</b></p> <p><b>Listen and appraise</b></p> | <p>To listen and observe different sounds around them</p>  | <p>To listen and observe different sounds around them</p> | <p>To tap the beat and pulse</p>  | <p>To use music to tell a story.</p> <p>To tap the pulse using the bodies</p>   | <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turns to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>  |                               | <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use musical vocabulary learned so</p>   | <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use musical vocabulary learned so</p>   |

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|   |   |  |  |  |   |  | far when discussing music that they hear.<br>Talk about the music and how it makes you feel.  | far when discussing music that they hear.<br>Talk about the music and how it makes you feel.  |
| <b>Key Vocabulary</b>                               | drumming<br>whistling<br>repeating<br>rhythm<br>beat<br>pattern | pattern<br>rhythm<br>repeating<br>jazz<br>pop<br>classical<br>rock etc | beat, pulse  | chorus, style, beat, pulse   | pulse, introduction, verse, chorus, dimensions, texture, dynamics, tempo, rhythm, pitch   |  | pulse, introduction, verse, chorus, dimensions, texture, dynamics, tempo, rhythm, pitch   | pulse, introduction, verse, chorus, dimensions, texture, dynamics, tempo, rhythm, pitch   |
| <b>Substantive Knowledge</b><br><br><b>Singing</b>  | To remember and sing a familiar song<br>To pitch match          | To sing in a group or solo, increasingly matching the pitch and melody | To confidently know and sing songs from memory.<br><br>To know that we can use high and low sounds with our voices when we sing.<br><br>To know that you can sing the same song at a different tempo | To confidently know and sing songs from memory.<br><br>To know that unison is everyone singing at the same time.<br><br>Songs include other ways of using the voice e.g. rapping (spoken word).<br><br>To know why we need to warm up our voices.<br><br>To know that we can use high and low sounds with our voices when we sing. | To know and be able to talk about:<br>Singing in a group can be called a choir<br>Leader or conductor: A person who the choir or group follow<br>Songs can make you feel different things e.g. happy, energetic or sad<br>Singing as part of an ensemble or large group is fun, but that you must listen to each other<br>To know why you must warm up your voice |  | To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse.<br><br>To choose a song and be able to talk about: (It's main features, singing in unison, the solo, lead vocal, backing vocals or rapping)<br><br>To know what the song is about and the meaning of the lyrics<br><br>To know and explain the importance of warming up your voice | To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.<br><br>To know about the style of the songs so you can represent the feeling and context to your audience<br><br>To choose a song and be able to talk about: Its main features<br>○ Singing in unison, the solo, lead vocal, backing vocals or rapping<br><br>To know what the song is about and the meaning of the lyrics<br><br>To know and explain the importance of warming up your voice |
| <b>Disciplinary knowledge</b><br><br><b>Singing</b> | Sing with a different pitch, mimicking their leader             | Sing a range of well-known nursery rhymes and songs                    | Sing with different pitch (high and low)<br><br>To sing familiar songs at a different tempo  | Sing with different pitch (high and low)<br><br>Sing with different types of sounds with their voices – you can rap (spoken word with rhythm).<br><br>Find a comfortable singing position.   | To sing in unison and in simple two-parts.<br>To demonstrate a good singing posture.<br>To follow a leader when singing.<br>To enjoy exploring singing solo.<br>To sing with awareness of being 'in tune'.<br>To have an awareness of the pulse internally when singing.  |  | To sing in unison and to sing backing vocals.<br><br>To enjoy exploring singing solo and to listen to the group when singing.<br><br>To demonstrate a good singing posture.<br><br>To follow a leader when singing.<br><br>To experience rapping and solo singing.  | To sing in unison and to sing backing vocals.<br><br>To demonstrate a good singing posture.<br><br>To follow a leader when singing.<br><br>To experience rapping and solo singing.<br><br>To listen to each other and be aware of how you fit into the group.   |

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|  |  |  |  |   |   |  | To listen to each other and be aware of how you fit into the group.<br><br>To sing with awareness of being 'in tune'.  | To sing with awareness of being 'in tune'.   |
| <b>Key Vocabulary</b>  | clap<br>higher<br>lower<br>melody<br>rhythm<br>pitch   | pitch<br>volume<br>pattern<br>repeat<br>melody   | pitch, tempo   | pitch, rhythm, leader   | unison, posture, solo, tune, pulse, choir, conductor, ensemble  |  | unison, solo, ensemble, posture, lyrics, pulse   | unison, solo, ensemble, posture, lyrics, pulse, tune, pitch, rhythm  |
| <b>Substantive Knowledge</b><br><br><b>Play tuned and untuned instruments</b>  | To play percussion instruments to express their feelings   | To play percussion instruments with increasing control to express their feelings and ideas | To play tuned and untuned instruments with   | Learn the names of the notes.<br><br>Know the names of untuned percussion instruments played in class.  | To know and be able to talk about tuned instruments eg recorder and glockenspiel  | Play and perform in solo and ensemble contexts, using their musical instruments with increasing accuracy, fluency, control and expression                                      | To know and be able to talk about:<br>Different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave<br>To know the instruments they might play or be played in a band or orchestra  | To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols, the notes C, D, E, F, G, A, B + C on the treble stave<br>To know the instruments they might play or be played in a band or orchestra   |
| <b>Disciplinary Knowledge</b><br><br><b>Play tuned and untuned instruments</b> | Listen to their leader.<br><br>Understand their emotions<br><br>Developing preferences for forms of expression | Developing different forms of expression<br><br>Imitating adults                           | To learn a simple instrumental part on an untuned instrument<br><br>To listen and imitate a leader | Treat instruments carefully and with respect.<br><br>Learn to play a tuned instrumental part.<br><br>Play the part in time with the steady pulse.<br><br>Listen to and follow musical instructions from a leader. | To treat instruments carefully and with respect.<br><br>Play a simple melody on a tuned instrument from memory or using notation.<br><br>To rehearse and perform their part within the song.<br><br>To listen to and follow musical instructions from a leader. | To treat instruments carefully and with respect.<br><br>To rehearse and perform their part within the song.<br><br>To listen to and follow musical instructions from a leader. | Play a musical instrument with the correct technique within the context<br><br>Select and learn an instrumental part and play from memory or notation.<br><br>To rehearse and perform their part within the context song.<br><br>To listen to and follow musical instructions from a leader.<br><br>To lead a rehearsal session. | Play a musical instrument with the correct technique within the context<br><br>Select and learn an instrumental part and play from memory or notation.<br><br>To rehearse and perform their part within the context song.<br><br>To listen to and follow musical instructions from a leader.<br><br>To lead a rehearsal session. |
| <b>Key Vocabulary</b>  | percussion<br>beating<br>tapping<br>wind instrument<br>recorder<br>triangle                                    | percussion<br>beating<br>tapping<br>wind instrument<br>recorder<br>triangle                | percussion, notes, pulse, instruments  | pulse, notation, percussion, instrument,  | tuned, untuned, melody  | guitar, saxophone, clarinet, notation,   | rehearsal, notation, stave   | rehearsal, notation, stave   |
| <b>Substantive Knowledge</b>   | To create their own songs or improvise a song around one they already know                                     | To create their own songs or improvise a song around one they already know                 | To create their own tunes using untuned percussion instruments                                     | Improvisation is making up your own tunes on the spot.  | To know improvisation is making up your own tunes on the spot<br>When someone improvises, they make   |  | To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot, when someone   | To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot, when someone   |

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| <b>Improvisation</b>                                      |  |  |  | When someone improvises, they make up their own tune that has never been heard before.<br><br>It is not written down and belongs to them. | up their own tune that has never been heard before. It is not written down and belongs to them<br>To know that using one or two notes confidently is better than using five<br>To know that if you improvise using the notes you are given, you cannot make a mistake |                                | improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br>To know that using one or two notes confidently is better than using five<br>To know that if you improvise using the notes you are given, you cannot make a mistake<br>To know that you can use some of the riffs you have heard in your improvisations<br>To know three well-known improvising musicians | improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.<br>To know that using one or two notes confidently is better than using five<br>To know that if you improvise using the notes you are given, you cannot make a mistake<br>To know that you can use some of the riffs you have heard in your improvisations<br>To know three well-known improvising musicians |
| <b>Disciplinary Knowledge</b><br><br><b>Improvisation</b> | Singing to themselves and making up simple songs<br>Noticing what adults do and imitating them | Singing to themselves and making up simple songs<br><br>Noticing what adults do and imitating them | Use their voice, instrument or body to create a rhythm for others to copy or follow. | Use their voice, instrument or body to create a rhythm for others to copy or follow.  | Improvise using up to three different notes on a tuned instrument, where the outcome sounds like the song being studied.  |                                | Improvise using up to three different notes on a tuned instrument, where the outcome sounds like the song being studied.   | Improvise using up to three different notes on a tuned instrument, where the outcome sounds like the song being studied  |
| <b>Key Vocabulary</b>                                     | melody   | melody   | improvise, rhythm  | improvise, tune, notes, rhythm  | improvise, tune, notes, rhythm  | improvise, tune, notes, rhythm | improvise, tune, notes, rhythm,  | improvise, tune, notes, rhythm   |
| <b>Substantive Knowledge</b><br><br><b>Composing</b>      |  |  |  | Composing is like writing a story with music.<br><br>Everyone can compose.  | To know that composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.<br>To know different ways of recording compositions (letter names, symbols, audio etc.)                |                                | To know and be able to talk about a composition: music that is created by you and kept in some way, it's like writing a story, it can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure<br>Notation: recognise the connection between sound and symbol   | To know and be able to talk about a composition: music that is created by you and kept in some way, it's like writing a story, it can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure<br>Notation: recognise the connection between sound and symbol   |
| <b>Disciplinary Knowledge</b>                             |  |  |  | Create simple melodies using one, three or five different notes.  | Create simple melodies using one, three or five different notes.  |                                | Create simple melodies using up to five different notes and simple   | Create simple melodies using up to five different notes and simple   |

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| <b>Composing</b>                                    |  |   |   | Learn how the notes of the composition can be written down and changed if necessary.  | Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in an appropriate way. |  | rhythms that work musically with the style of the song. Explain the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).          | rhythms that work musically with the style of the song. Explain the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).          |
| <b>Key Vocabulary</b>                               |  |   |   | composing, melody, notes  | notes, pulse, rhythm, pitch, dynamics, pitch, tempo, composition, melody  |  | pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation  | pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation  |
| <b>Substantive Knowledge</b><br><b>Performance</b>  |  | To explore and engage in music making, performing solo or in groups         | To explore and engage in music making, performing solo or in groups         | 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. An audience can include your parents and friends. | To know performing is sharing music with other people, an audience<br><br>You need to know and have planned everything that will be performed<br><br>You must sing or rap the words clearly and play with confidence  | To perform in solo and ensemble contexts, using their musical instruments with increasing accuracy, fluency, control and expression                    | To know and be able to talk about:<br>Performing is sharing music with other people, an audience, a performance can just be one person to another, everything that will be performed must be planned and learned, you must sing or rap the words clearly and play with confidence<br>A performance involves communicating ideas, thoughts and feelings about the song/music. | To know and be able to talk about:<br>Performing is sharing music with other people, an audience, a performance can just be one person to another, everything that will be performed must be planned and learned, you must sing or rap the words clearly and play with confidence<br>A performance involves communicating ideas, thoughts and feelings about the song/music. |
| <b>Disciplinary Knowledge</b><br><b>Performance</b> |  | Perform songs, rhymes, poems and stories<br><br>Move in time with the music | Perform songs, rhymes, poems and stories<br><br>Move in time with the music | 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.                      | To choose what to perform and create a programme.<br><br>To communicate the meaning of the words and clearly articulate them.<br><br>To talk about the best place to be when performing and how to stand or sit.<br><br>To record the performance and say   | To choose what to perform<br><br>To record the performance and say how they were feeling, what they were pleased with, what they would change and why. | To choose what to perform<br>To communicate the meaning of the words and clearly articulate them.<br>To talk about the venue and how to use it to best effect.<br>To record the performance and compare it to a previous performances  | To choose what to perform and create a programme.<br>To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect.<br>To record the performance and compare it to a previous performances   |

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|                       |  |  |  |                       | how they were feeling, what they were pleased with, what they would change and why. |  |                         |                        |
| <b>Key vocabulary</b> |  |  |  | performance, audience | performance, audience   |  | venue, audience, effect | venue, audience effect |