

Aims

- 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 Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (Breadth)	Reception	Charanga Unit 'Me'	Charanga Unit 'My Stories'	Charanga Unit 'Everyone'	Charanga Unit 'Our World'	Charanga Unit 'Big Bear Funk'	Compositional work

F.S.U Alongside current musical activities will focus on the concepts of repetition, rhyme, poetry, syllable beats and keeping the beat.

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Knowledge (Breadth)	1	Charanga Units 'Hey You'	Charanga Units 'The Banana Rap' Local Songs	Charanga Units 'In the groove'.	Charanga Units 'Round and round'.	Charanga Units 'Your imagination'.	Compositional work
Skills		Take part in singing, accurately following the melody. Clap rhythms Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	Follow instructions on how/when to play an instrument or sing. Take part in singing, accurately following the melody. Clap rhythms. Create a sequence of long and short sounds. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Choose sounds to create an effect. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Sequence sounds to create an overall effect. Use symbols to represent a composition and help with a performance. Create short, rhythmical patterns. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch.

*Pupils must be given the opportunity to develop **compositional skills** throughout the year using musical instruments available. Following a beat/rhythm and performing as a group a simple composition. (GarageBand)

*Listening Logs to be completed weekly using a **wide range** of music to describe musical elements (tempo, dynamics, timbre, texture, sense of occasion, pitch etc) and express personal preferences.

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Knowledge (Breadth)	2	Charanga Unit: Hands, Feet, Heart	Charanga Unit: Ho, Ho, Ho	Charanga Unit: I Wanna play in a band	Charanga Unit: Zootime	Charanga Unit: Friendship Song	Compositional Work
Skills		Take part in singing, accurately following the melody. Clap rhythms Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.	Follow instructions on how/when to play an instrument or sing. Take part in singing, accurately following the melody. Clap rhythms. Create a sequence of long and short sounds. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Choose sounds to create an effect. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Sequence sounds to create an overall effect. Use symbols to represent a composition and help with a performance. Create short, rhythmical patterns. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch.	Take part in singing, accurately following the melody. Use symbols to represent a composition and help with a performance. Create short, rhythmic phrases. Recognise changes in timbre, dynamics and pitch.

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Knowledge (Breadth)	3	Recorders	Recorders Charanga Unit 'Let us fly'.	Recorders Charanga Unit 'Glockenspiel 1'.	Recorders Charanga Unit 'Three Little Birds'.	Recorders Charanga Unit 'Bringing Us together'.	Recorders Compositional work
Skills		<p>Play notes on an instrument with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Know how many beats for a minim, crotchet, semi-breve. Recognise notes EGBDF and FACE of the musical stave.</p>	<p>Play notes on an instrument with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Know how many beats for a minim, crotchet, semi-breve.</p>	<p>Play notes on an instrument with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve.</p>	<p>Play notes on an instrument with care so they are clear. Perform with care and an awareness of others. Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve.</p>	<p>Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create repeated patterns with a range of musical instruments. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve.</p>	<p>Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create repeated patterns with a range of musical instruments. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve.</p>

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Knowledge (Breadth)	4	Ukulele Tuition with specialist	Ukulele Tuition with specialist Charanga Unit 'Mamma Mia'.	Charanga Unit 'Glockenspiel 2'.	Charanga Unit 'Stop'.	Charanga Unit 'Lean on Me'.	Charanga Unit 'Blackbird'. Compositional work
Skills		Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Recognise the notes EGBDF and FACE of the musical stave. Know how many beats for a minim, crotchet, semi-breve. Maintain a simple part in a group. Sing in tune. Perform with care and an awareness of others.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Know how many beats for a minim, crotchet, semi-breve. Maintain a simple part in a group. Sing from memory with accurate pitch. Perform with care and an awareness of others.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve. Sing from memory with accurate pitch. Perform with care and an awareness of others.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create accompaniments for tunes. Know how many beats for a minim, crotchet, semi-breve. Sing from memory with accurate pitch. Perform with care and an awareness of others.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create repeated patterns with a range of musical instruments. Know how many beats for a minim, crotchet, semi-breve. Maintain a simple part in a group. Sing in tune. Perform with care and an awareness of others.	Use musical terms to describe and evaluate music. Understand layers of sound and discuss their effect on mood/feeling. Create repeated patterns with a range of musical instruments. Know how many beats for a minim, crotchet, semi-breve. Maintain a simple part in a group. Sing in tune. Perform with care and an awareness of others.

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Knowledge (Breadth)	5	Charanga Units 'Livin' on a Prayer'	Charanga Units 'Classroom Jazz 1'	Charanga Units 'Make you feel my love'	Charanga Units 'The Fresh Prince of Bel Air'	Charanga Units 'Dancin' in the street' Compositional work	Compositional work
Skills		Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Create rhythmic patterns with an awareness of timbre and duration. Use digital technologies to compose, edit and refine pieces of music.	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Use digital technologies to compose, edit and refine pieces of music.	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody.	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Hold a part in a round. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Hold a part in a round. Thoughtfully select elements for a piece to gain a defined effect. Create songs with verses and a chorus. Convey the relationship between the lyrics and the melody	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Thoughtfully select elements for a piece to gain a defined effect. Create songs with verses and a chorus. Sing a harmony part confidently and accurately.

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Knowledge (Breadth)	6	Charanga Unit: 'Happy'	Charanga Unit: Classroom Jazz 2	Charanga Unit: A New Year Carol	Charanga Unit: You've Got a Friend	Charanga Unit: Music and Me. Compositional work.	Compositional Work
Skills		Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Create rhythmic patterns with an awareness of timbre and duration. Use digital technologies to compose, edit and refine pieces of music.	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Use digital technologies to compose, edit and refine pieces of music.	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody.	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Hold a part in a round. Perform solos or as part of an ensemble with confidence. Sing a harmony part confidently and accurately. Convey the relationship between the lyrics and the melody	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Hold a part in a round. Thoughtfully select elements for a piece to gain a defined effect. Create songs with verses and a chorus. Convey the relationship between the lyrics and the melody	Describe and appraise music using a wide range of musical vocabulary. Describe how lyrics have a cultural context and social meaning. Thoughtfully select elements for a piece to gain a defined effect. Create songs with verses and a chorus. Sing a harmony part confidently and accurately.

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Learning together and having fun