

## Y1/Y2 MUSIC Objectives



		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>Listen and Appraise</b>	Listen with concentration and understanding to a range of high-quality live and recorded music	✓	✓	✓	✓	✓	✓
	Respond to different moods in music and explain thinking about changes in sound.	✓	✓	✓	✓	✓	✓
	Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary.	✓	✓	✓	✓	✓	✓
	Identify and recognise repeated patterns and follow a wider range of musical instruction	✓	✓	✓	✓	✓	✓
	Understand how musical elements create different moods and effects	✓	✓	✓	✓	✓	✓
<b>Musical Activities</b>	Use their voices expressively by singing songs and speaking chants and rhymes, singing with a sense of shape of the melody	✓	✓	✓	✓	✓	✓
	Play tuned and un-tuned instruments musically	✓	✓	✓	✓	✓	✓
	Repeat short rhythmic and melodic patterns	✓	✓	✓	✓	✓	✓
	Creating and choosing sounds for a specific effect	✓	✓	✓	✓	✓	✓
	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	✓	✓	✓	✓	✓	✓
	Confidently represent sounds with a range of symbols, shapes or marks	✓	✓	✓	✓	✓	✓
<b>Perform and Share</b>	Use their voices expressively by singing songs and speaking chants and rhymes	✓	✓	✓	✓	✓	✓
	Play tuned and un-tuned instruments musically	✓	✓	✓	✓	✓	✓
	Thinking about others when performing	✓	✓	✓	✓	✓	✓
	Perform rhythmically patterns and accompaniments, keeping a steady pulse.	✓	✓	✓	✓	✓	✓

	Identify what improvements could be made to their own work and make these changes, including altering the use of their voice, playing of and choice of instruments.	✓	✓	✓	✓	✓	✓
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The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the National Curriculum. In line with the Curriculum for Music and guidance from Ofsted, the Charanga Scheme moves away from the previous levels and learning objectives/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year. The children will be able to demonstrate their learning as they work towards the End of Key Stage Expectations. Therefore, these outcomes will fulfil the End of Key Stage Expectations which are in line with national attainment targets for music.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

Children will

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

**Y3/Y4 MUSIC Objectives**



		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>Listen and Appraise</b>	Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers	✓	✓	✓	✓	✓	✓
	Develop an understanding of the history of music	✓			✓		
	Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	✓	✓	✓	✓	✓	✓
	Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	✓	✓	✓	✓	✓	✓
	Listen to and recall patterns of sounds with increasing accuracy.	✓	✓	✓	✓	✓	✓
	Understand how different musical elements are combined and used expressively.	✓	✓	✓	✓	✓	✓
<b>Musical Activities</b>	Sing in unison maintaining the correct pitch and using increasing expression	✓	✓	✓	✓	✓	✓
	Play tuned and un-tuned instruments musically.	✓	✓	✓	✓	✓	✓
	Create rhythmical and simple melodic patterns using an increased number of notes	✓	✓	✓	✓	✓	✓
	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.	✓	✓	✓	✓	✓	✓
	Join layers of sounds, thinking about musical dynamics of each layer and understanding the effect.	✓	✓	✓	✓	✓	✓
	Understand and begin to use established and invented musical notations to represent music	✓	✓	✓	✓	✓	✓
<b>Perform and Share</b>	Use their voices expressively by singing songs and speaking chants and rhymes.	✓	✓	✓	✓	✓	✓
	Play tuned and un-tuned instruments musically	✓	✓	✓	✓	✓	✓
	Think about others while performing	✓	✓	✓	✓	✓	✓

	Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	✓	✓	✓	✓	✓	✓
	Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	✓	✓	✓	✓	✓	✓

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Children will

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music
- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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.

## Y5/Y6 MUSIC Objectives



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<b>Listen and Appraise</b>	Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers	✓	✓	✓	✓	✓	✓
	Develop an understanding of the history of music	✓			✓		
	Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.	✓	✓	✓	✓	✓	✓
	Develop an understanding of the history of music from different cultures, traditions, composers and musicians and evaluating how venue, occasion and purpose effects the way that music is created and performed.	✓			✓		
	Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence	✓	✓	✓	✓	✓	✓
	Identify and explore the relationship between sounds and how music can reflect different meanings.	✓	✓	✓	✓	✓	✓
<b>Musical Activities</b>	Sing in solo, unison and in pairs with clear diction, controlled pitch and with sense of phrase	✓	✓	✓	✓	✓	✓
	Improvise and compose music for a range of purposes using the interrelated dimensions of music	✓	✓	✓	✓	✓	✓
	Listen with attention to detail and recall sounds with increasing aural memory.	✓	✓	✓	✓	✓	✓
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	✓	✓	✓	✓	✓	✓
	Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	✓	✓	✓	✓	✓	✓
	Use and apply a range of musical notations including staff notations, to plan, revise and refine musical materials.	✓	✓	✓	✓	✓	✓
<b>Perform and Share</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	✓	✓	✓	✓	✓	✓

	Think about the audience when performing and how to create a specific effect	✓	✓	✓	✓	✓	✓
	Play and perform with accuracy, fluency, control and expression.	✓	✓	✓	✓	✓	✓
	Evaluate the success of their own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	✓	✓	✓	✓	✓	✓

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- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.