



Music Progression

Charanga's music curriculum works as a 'spiral'. The children will regularly revisit prior musical learning in order to refresh, consolidate and then build upon knowledge, skills and attitudes. This approach will form holistic, resilient, confident and informed musicians over the course of the curriculum. For this reason, Assessment Criteria may overlap heavily from unit to unit and year to year. This does not mean that the students are unnecessarily repeating the 'same old thing all the time', but rather that the essential core elements that make a well-rounded musician are ever-present as a focus and constantly improved upon, keeping the learner in an ideal 'zone of development' between comfort and challenge

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Year 1	Autumn		Spring		Summer	
<u>Unit</u>	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with Improvisation	Explore sound and create a story
<u>Focus Question</u>	How can we make friends when we sing together?	How does music tell stories about the past?	How does music make the world a better place?	How to music help us to understand our neighbours?	What songs can we sing to help us through the day?	How does music teach us about looking after our planet?
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> • Demonstrate and use musical language (pulse, rhythm, pitch) • Demonstrate an understanding of musical style • Demonstrate the importance of posture and technique when performing • Demonstrate an awareness of pulse/beat when listening, moving or performing • Understand pitch (high and low sounds) and note duration (long and short notes) • Understand the basic concept of improvisation and composition 					
<u>Cross-Curricular Links</u>	PSHE	History				PSHE
<u>Experiences & Trips</u>	<ul style="list-style-type: none"> • Nativity production Autumn 2 					

Year 2	Autumn		Spring		Summer	
Unit	Exploring Simple Patterns	Focus on Dynamics and Tempo	Exploring Feelings through Music	Inventing a Musical Story	Music that makes you Dance	Exploring improvisation
Focus Question	How does music help us to make friends?	How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?	How does music make us happy?	How does music teach us about looking after our planet?
Sticky Knowledge	<ul style="list-style-type: none"> • Demonstrate and use musical language (pulse, rhythm, pitch, tempo) • Demonstrate the importance of posture and technique when performing • Demonstrate an awareness of pulse/beat when listening, moving or performing • Understand pitch (high and low sounds) and note duration (long and short notes) • Understand the basic concept of improvisation and composition 					
Experiences	<ul style="list-style-type: none"> • Weekly singing assembly • Nativity production Autumn 2 					
Year 3	Autumn		Spring		Summer	
Unit	Developing Notation Skills	Enjoying Improvisation	Composing Using your Imagination	Sharing Musical Experiences	Learning More about Musical Styles	Recognising Different Sounds
Focus question	How does music bring us closer together	What stories does music tell us about the past?	How does music make the world a better place?	How does music help us to get to know our community?	How does music make a difference to us every day?	How does music connect us with our planet?
Sticky Knowledge	<ul style="list-style-type: none"> • Demonstrate and use musical language • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music • Can create a four or six bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels • Can make an informed decision as to which notes to use when improvising or composing • Demonstrate an awareness of pulse/beat when listening, moving or performing 					
Experiences	<ul style="list-style-type: none"> • Weekly singing assembly • Guitar lessons for half a term • Opportunity for private tuition in singing, guitars and keyboards • Opportunity to join the school choir 					

Year 4	Autumn		Spring		Summer	
<u>Unit</u>	Interesting Time Signatures	Combining Elements to Make Music	Developing Pulse and Groove Through Improvisation	Creating Simple Melodies Together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
<u>Focus Question</u>	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community	How does music shape our way of life?	How does music connect us with the environment?
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> • Demonstrate and use musical language • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music • Can create a four or six bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels • Can make an informed decision as to which notes to use when improvising or composing • Demonstrate an awareness of pulse/beat when listening, moving or performing 					
<u>Experiences & Trips</u>	<ul style="list-style-type: none"> • Weekly singing assembly • Guitar lessons for half a term • Opportunity for private tuition in singing, guitars and keyboards • Opportunity to join the school choir 					
Year 5	Autumn		Spring		Summer	
<u>Unit</u>	Getting Started with Music Tech	Emotions and Musical Styles	Exploring Key and Time Signatures	Introducing Chords	Words, Meaning and Expression	Identifying Important Musical Elements
<u>Focus Question</u>	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> • Demonstrate and use musical language • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music • Can create a four, six or eight bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels. Playing should be secure and children should learn to read at least the simplest part of the piece 					

	<ul style="list-style-type: none"> • Can make an informed decision as to which notes and expression to use, when improvising or composing • Demonstrate, with confidence, an awareness of pulse/beat when listening, moving or performing 					
<u>Experiences & Trips</u>	<ul style="list-style-type: none"> • Weekly singing assembly • Guitar lessons for half a term • Opportunity for private tuition in singing, guitars and keyboards • Opportunity to join the school choir 					
<u>Year 6</u>	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Unit</u>	Developing Melodic Phrases	Understanding Structure and Form	Gaining Confidence Through Performance	Exploring Notation Further	Using Chords and Structure	Respecting Each Other Through Composition
<u>Key Question</u>	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
<u>Sticky Knowledge</u>	<ul style="list-style-type: none"> • Demonstrate and use musical language • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music • Can create a four, eight or twelve bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels. Playing should be secure and children should learn to read at least the simplest part of the piece. In Year 6, this includes any musical expression considered for the performance • Can make an informed decision as to which notes and expression to use, when improvising or composing • Demonstrate, with confidence, an awareness of pulse/beat when listening, moving or performing 					
<u>Experiences & Trips</u>	<ul style="list-style-type: none"> • Year 6 Musical production • Weekly singing assembly • Guitar lessons for half a term • Opportunity for private tuition in singing, guitars and keyboards • Opportunity to join the school choir 					