

St. Augustine's Catholic Primary School - Music LTP 2026-2027

ENGLISH MODEL MUSIC CURRICULUM SCHEME

(Some from Original Scheme to accommodate split year groups & no Reception lessons on English Model scheme)

BLOSSOM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic or Other	R – Me! [original scheme]	Christmas Performance R – My Stories [original scheme]	R – Everyone! [original scheme]	R – Our World [original scheme]	R – Big Bear Funk [original scheme] P.Cobb Wed 10:30 – 11:15	R – Reflect, Rewind, Replay [original scheme]
Music Knowledge Outcomes	• To know twenty nursery rhymes by heart • To know the stories of some of the nursery rhymes • To sing or rap nursery rhymes and simple songs from memory • To know that a performance is sharing music					

WILLOW CLASS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic or Other	1 – Hey You! [Original scheme] P. Cobb Wed 9:30 – 10:10	Christmas Performance 1 – Rhythm in the way we walk & Banana Rap [Original scheme]	1 – In the Groove [Original scheme]	1 – Learning to Listen [English Model scheme]	1 – Having Fun with Improvisation [English Model Scheme]	1 – Let's Perform Together [English Model Scheme]
Instruments used				Percussion (Beat only) Glock (Easy Part) Recorder (Medium Part)		
Music Knowledge Outcomes	• To know that we can move with the pulse of the music • To know that the words of songs can tell stories and paint pictures. • To know that songs have sections • To know that a performance is sharing music			• To know what the 'listen and appraise' songs are about. • To know and recognise the sound and names of some of the instruments they use. • To confidently sing the songs worked on, in unison • Learn the names of the instruments they are playing		

SYCAMORE CLASS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic or Other	1 – Round & Round [original scheme]	Christmas Performance 1 – Your imagination [original scheme]	1 – Pulse, Rhythm and Pitch [English Model scheme]	1 – Playing in an Orchestra [English Model scheme]	1 – Inventing a Musical Story [English Model scheme] P.Cobb – Wed 9:30-10:10	1 – Recognising Different Sounds [English Model scheme]
Music Knowledge Outcomes	(Yr 1) • To know what the ‘listen and appraise’ songs are about. • To know and recognise the sound and names of some of the instruments they use. • To confidently sing the songs worked on, in unison • Learn the names of the instruments they are playing (Yr 2) • To Know songs by heart • To Know some songs have a chorus and a response/answer part • To know unison is everyone singing at the same time • Know the names of untuned percussion instruments played in class					
Instruments used	Percussion (Beat only) Glock (Easy Part) Recorder (Medium Part)					
	• To Know that music has a steady pulse, like a heartbeat • To know that we can create rhythm from words, our names, favourite food, colour and animals. • Learn the names of the notes in their instrumental part from memory or when written down					

BEECH CLASS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic or Other	2 – I wanna play in a band [original scheme] P.Cobb Wed 11:15 - 12	Christmas Performance 2 - Ho Ho Ho [original scheme]	2 – Hands, Feet, Heart [original scheme]	2 – Friendship Song [original scheme]	2 - Exploring Improvisation [English Model scheme]	2 - Our Big Concert [English Model scheme]
Instruments used	Percussion (Beat only) Glock (Easy Part) Recorder (Medium Part)					
Music Knowledge Outcomes	• To Know songs by heart • To Know some songs have a chorus and a response/answer part • To know songs have a musical style • To Know that music has a steady pulse, like a heartbeat • To know that we can create rhythm from words, our names, favourite food, colour and animals. • Know rhythms are different from the steady pulse • To understand that we add high and low sounds, pitch, when we sing and play our instruments • To know unison is everyone singing at the same time • Know songs can include other ways of using the voice (i.e. rapping or spoken word) • To know why we need to warm up our voices • Learn the names of the notes in their instrumental part from memory or when written down • Know the names of untuned percussion instruments played in class					

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic or Other	3 - Writing Down Music [English Model Scheme]	Christmas Carol Concert 3 – Playing in a Band [English Model Scheme]	3 - Composing Using Imagination [English Model Scheme] P.Cobb Wed 9:30 – 10:10	3 - More Musical Styles [English Model Scheme]	3 - Enjoying Improvisation [English Model Scheme]	3 - Opening Night [English Model Scheme]
Instruments used	Percussion (Beat only) Glock (Easy Part) Recorder (Medium Part)					
Music Knowledge Outcomes	• To know 5 songs from memory (in Listen and Appraise) and who sang them or wrote them • To know the styles of 5 songs • Know how to find and demonstrate the pulse (clap back) • Know that every piece of music has a pulse / steady beat • Choose one song and be able to talk about: It's lyrics (what the song is about) / Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) / Identify the main sections of the song (intro, verse, chorus, bridge) / Name some of the instruments they heard in the song. • Know singing in a group can be called a choir • Leader or Conductor = A person who the choir or group follow • Songs can make you feel different things (happy, sad, energetic) • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you warmup your voice					

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic	4 - Musical Structures [English Model Scheme] P.Cobb Wed 10:30 – 11:15	Christmas Carol Concert 4 – Exploring Feelings When You Play [English Model Scheme]	4 - Compose with Your Friends [English Model Scheme]	4 - Feelings Through Music [English Model Scheme]	4 – Expression & Improvisation [English Model Scheme]	4 – The Show Must Go On! [English Model Scheme]
Instruments used	Percussion (Beat only) Glock					
Music Knowledge Outcomes	- Choose one song (from listen and appraise) and be able to talk about: It's lyrics (what the song is about) / Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) / Identify the main sections of the song (intro, verse, chorus, bridge) / Name some of the instruments they heard in the song. / Some style indicators of that song (musical characteristics that give the song its style) / The lyrics: what the song is about - Know PULSE: Finding the pulse of the music (heartbeat) - Know RHYTHM: The long and short patterns over the pulse - Know PITCH: High and low sounds that create melodies - Know how the Pulse, Rhythm and Pitch work together - Know how to keep the internal pulse - Create own rap					

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic	5 - Melody and Harmony in Music [English Model Scheme]	Christmas Carol Concert 5 – Sing & Play in Different Styles [English Model Scheme]	Music Tech - YuStudio Dragon Beats (1 or 2 lessons) A Spooky Story (4 lessons) P.Cobb Wed 11:15 - 12	5 - Composing and Chords [English Model Scheme]	5 - The Fresh Prince of Bel-Air [Original Scheme]	5 - Dancing in the Street [Original Scheme]
Instruments used	Percussion (Beat only) Glock					
Music Knowledge Outcomes	• Know texture of a song (Solo singer makes a thinner texture than a larger group of singers). • In Listen & Appraise know who sang or wrote some of the songs – if possible when and why (historical context – what else was going on at this time?) • Know what the songs are about. • Keep an internal pulse (steady beat) • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • Musical Leadership: creating musical ideas for the group to copy or respond to • Practice with note name scores					

YEAR 5-6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic	5 - Living on A Prayer [Original Scheme]	Christmas Carol Concert 5 – Enjoying Musical Styles [English Model Scheme]	5 - Battle of the Bands [English Model Scheme]	5 - Freedom to Improvise [English Model Scheme]	6 - Music Tech - Hip Hop [YuStudio] P.Cobb - Wed 11:15 - 12	6 - Music and Technology [English Model Scheme]
Instruments Used	Percussion (Beat only) Glock				Percussion (Beat only) Glock Possibly Keyboards	
Music Knowledge Outcomes	• Know texture of a song (Solo singer makes a thinner texture than a larger group of singers). • In Listen & Appraise know who sang or wrote some of the songs – if possible when and why (historical context – what else was going on at this time?) • Know what the songs are about. • Keep an internal pulse (steady beat) • Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • Musical Leadership: creating musical ideas for the group to copy or respond to • Practice with note name scores				• Know and talk about the fact we all have a musical identity • To know about the styles of the songs so you can represent the feeling and context to your audience. • To know main features of a song: unison, lead vocal, backing vocals, rapping • Different ways of writing music down (staff notation, symbols) • Know the notes C, D, E, F, G, A, B + C on the treble stave • Know instruments that might be played in a band or orchestra	

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga Unit & Topic	6 - Developing Ensemble Skills [English Model Scheme]	Christmas Carol Concert 6 – Creative Composition [English Model Scheme]	6 – Music Tech – Grime [YuStudio] P.Cobb – Wed 10:30 – 11:15	6 - Improvising with Confidence [English Model Scheme]	6 - Musical Styles Connect Us [English Model Scheme]	END OF SCHOOL REHEARSALS AND PERFORMANCE. PC 6 - Farewell Tour
Instruments Used	Percussion (Beat only) Glock Possibly Keyboards					
Music Knowledge Outcomes	• Know and talk about the fact we all have a musical identity • To know about the styles of the songs so you can represent the feeling and context to your audience. • To know main features of a song: unison, lead vocal, backing vocals, rapping • Different ways of writing music down (staff notation, symbols) • Know the notes C, D, E, F, G, A, B + C on the treble stave • Know instruments that might be played in a band or orchestra • Know what improvisation is • Realise you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. Know 3 well known improvising musicians (Charlie Parker, Miles Davis, John Coltrane, Bill Evans – most jazz musicians. Ed Sheeran / Eminem create through improvising)					• Use an accumulation of Music Skills learned in KS1 and KS2 in performance. • Harmonisation. • Know all notes in an octave.